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AUTHOR McNamara, Thomas
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ABSTRACT

This report considers the effectiveness of the Follow Through Program as manifested in performance on the Philadelphia city-wide tests, spring 1972. Kindergarten students received the Stanford Early School Achievement Test Level I; First and second grade students received the Metropolitan Achievement Test; Primary II respectively; and third grade students received the Iowa Tests of Basic Skills, Level A. The analysis in Part I, the cross-sectional view, revealed that the total program seems to be most effective in the first grade areas of total mathematics and reading. District groupings of Follow Through schools often show higher performance than their respective districts. District I groupings (equivalent to the Philadelphia Process Model) and District 4 groupings (solely Behavior Analysis Model schools but only two of the three schools in this model) appear to show this contrast more often than the other district groupings. However, these districts' groupings are homogeneous model-wise, in contrast to the District 2 and 5 groupings. The quasi-longitudinal view produced results in a pattern similar to the cross-sectional view, but demonstrates still higher performance, and seems to provide some initial evidence for a positive continuance-achievement relationship in the program. (Author/JM)

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AN EVALUATION OF THE FOLLOW THROUGH PROGRAM IN PHILADELPHIA, 1971-1972 VOL. II PUPIL ACHIEVEMENT CHARACTERISTICS

November, 1972

Report Prepared By:

Thomas McNamara
Judith Goodwin
Anne Lukshus
Elkin Tolliver

of the

Follow Through
Evaluation Staff
of the
School District of Philadelphia

Report Number 7223 (B)
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UD 015995

Office of Research and Evaluation
The School District of Philadelphia

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Recognition of the services of Dr. John B. Peper, past Executive Director of the Office of Research and Evaluation is acknowledged. Dr. Peper, serving a joint appointment as Associate Professor, University of Virginia and Consultant to the Texas Educational Renewal Center in Austin, served the Office of Research and Evaluation over the period 1970-1972.

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The School District of Philadelphia

Follow Through Schools and Principals

Spring, 1972

Schools	Principals
Arthur School 20th and Catharine Streets Philadelphia, Pa. 19146	Mr. Murray Ginsburg
Duckrey School 15th and Diamond Streets Philadelphia, Pa. 19121	Mr. Sylvester Webb
Dunbar School 12th Street n. of Columbia Avenue Philadelphia, Pa. 19122	Mr. Eugene J. Strolle
Drew School 38th Street south of Powelton Avenue Philadelphia, Pa. 19104	Mrs. Franzella Buchanan
Elverson School 13th and Susquehanna Avenue Philadelphia, Pa. 19133	Mrs. Edyth Ingraham
Ferguson School 7th and Norris Streets Philadelphia, Pa. 19122	Mrs. Sadie Mitchell
Fulton School Haines Street east of Germantown Avenue Philadelphia, Pa. 19144	Mr. Jesse DiTeodoro
Harrison School 11th and Thompson Streets Philadelphia, Pa. 19122	Mr. James Pastore
J. B. Kelly School Pulaski Avenue & Hansberry Street Philadelphia, Pa. 19144	Mr. William Seiberlich
Ludlow School Sixth and Master Streets Philadelphia, Pa. 19122	Mr. Joseph Sweeney
McMichael School 36th Street & Fairmount Avenue Philadelphia, Pa. 19104	Mr. John A. Watson

Schools	Principals
Nebinger School Sixth and Carpenter Streets Philadelphia, Pa. 19147	Mr. Richard Becker
Pratt-Arnold School 22nd and Susquehanna Avenue Philadelphia, Pa. 19121	Mr. Elliot Jacoby
E. M. Stanton School 17th and Christian Streets Philadelphia, Pa. 19146	Mr. Michael Iannelli
Stevens School Spring Garden west of 13th Street Philadelphia, Pa. 19123	Mr. Morris Berkowitz
Waring School 18th and Green Streets Philadelphia, Pa. 19130	Mr. Charles Day
A. Wilson School 46th and Woodland Avenue Philadelphia, Pa. 19143	Mr. Stanford James
J. Wister School Wakefield and Bringhurst Streets Philadelphia, Pa. 19144	Mr. Edward L. Russell

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AN EVALUATION OF THE
FOLLOW THROUGH PROGRAM
IN PHILADELPHIA, 1971-1972
VOL. II
PUPIL ACHIEVEMENT CHARACTERISTICS

INTRODUCTION

A companion volume provides evaluation data on the Follow Through Program in Philadelphia, 1971-1972, in terms of Program Personnel's and Parents' perceptions of its effectiveness. This report considers the program's effectiveness as manifested in performance on the Philadelphia City-Wide Tests, Spring, 1972.

The City-Wide Testing Program relies on Spring administration only, and, prior to 1972, did not include Kindergarten and First Grade pupils. Through 1971, Second Grades were administered the Stanford Achievement Test - Primary II (SAT-II), while Grades Three - Eight were administered the Iowa Tests of Basic Skills. In Spring, 1972, the city-wide program was revised and made inclusive of all primary grade levels, this coinciding with the entire range of the Follow Through Program, as follows:

Kindergarten: Stanford Early School Achievement Test Level I (SESAT)

First Grade : Metropolitan Achievement Test Primary I (MAT-I)

Second Grade: Metropolitan Achievement Test - Primary II (MAT-II)

Third Grade : Iowa Tests of Basic Skills, Level A, Form 3 (ITBS) - all test areas except Work Study Skills.

This volume of the 1971-1972 evaluation report is an analysis of program performance on these tests in the Spring of 1972.

In Part I four different aspects of a cross-sectional view of performance are presented, dealing variously with total city and district reference group comparisons, ITBS trend line comparisons, and intra-program, model, comparisons, and in Part II, a quasi-longitudinal view is provided relating Spring, 1972 performance to pupil groupings by appropriate exposure categories and then briefly comparing performance in this form with total city and district reference norms.

The analysis is made with full acknowledgment of the fact that the test data employed must really be categorized as initial, base-line, information. All interpretations and conclusions appearing in the report must be viewed in this light. It is judged useful information of a formative - summative nature (summative for this stage of the program), however, when this primary caution is kept in mind.

The statistics are purely descriptive. The data involved are total population descriptors; the practical significance of the findings seemed best derived from employment of human inference. Explanatory variables in this report are limited to the continuance-in-program groupings appearing in the quasi-longitudinal views presented in Part II. Succeeding year's reports will be able to focus on a wide network of explaining factors, building on the individual pupil data deck established for the continuance study.

One final note: it had been hoped that it would be possible to present the analysis of the data not only in terms of mean scores and

corresponding national pupil percentile ranks, as was done throughout the report, but also in "variance" terms, as performance percentages associated with the major intervals of the national norms distribution:

(1) Below 16th percentile

(2) 16th to 50th percentile

(3) 50th to 84th percentile

(4) Above 84th percentile.

Time considerations in finalizing this report during a turbulent year for the School District of Philadelphia, as well as the considered judgment that use of this kind of "variance" analysis required further study to be employed in precise, useful ways, dictated, however, that inclusion of this procedure be assigned to subsequent years' reports.

PART I. ACHIEVEMENT CHARACTERISTICS OF FOLLOW THROUGH PUPILS ON PHILADELPHIA CITY-WIDE TESTS, SPRING, 1972 - A CROSS-SECTIONAL VIEW

Part I of this report will focus on Follow Through Schools' (and Classes') performance in the city wide, Spring, 1972 testing cross-sectionally, i.e., strictly as total group data as it occurred, regardless of any specific individual pupil characteristics, such as the exposure background that is the framework of Part II. The data to be discussed are exclusively National Pupil Percentile ranks corresponding to Mean scores achieved, unless otherwise noted. The analysis will be based on comparisons with city and district reference groups, program ITBS trend lines, and intra-program model comparisons.

Only Follow Through classes are included in the analysis. This means that in schools with only a portion of their classes in the program, the averages of these Follow Through classes alone represent the school Mean in the analysis. Schools that have every class in the Program are, of course, represented by the total grade Mean. The only group of pupils not represented in the outcomes discussed here are approximately 30 Second Graders from the J. Wister School (EDC Model, District 6, Follow Through grouping) who were administered the First Grade (MAT-I) test instead of the MAT-II.

This part will be divided into four sections. The first will deal with total program-total city comparisons and district Follow Through school groupings against total district performance across all areas of each test. The second section centers on comparisons

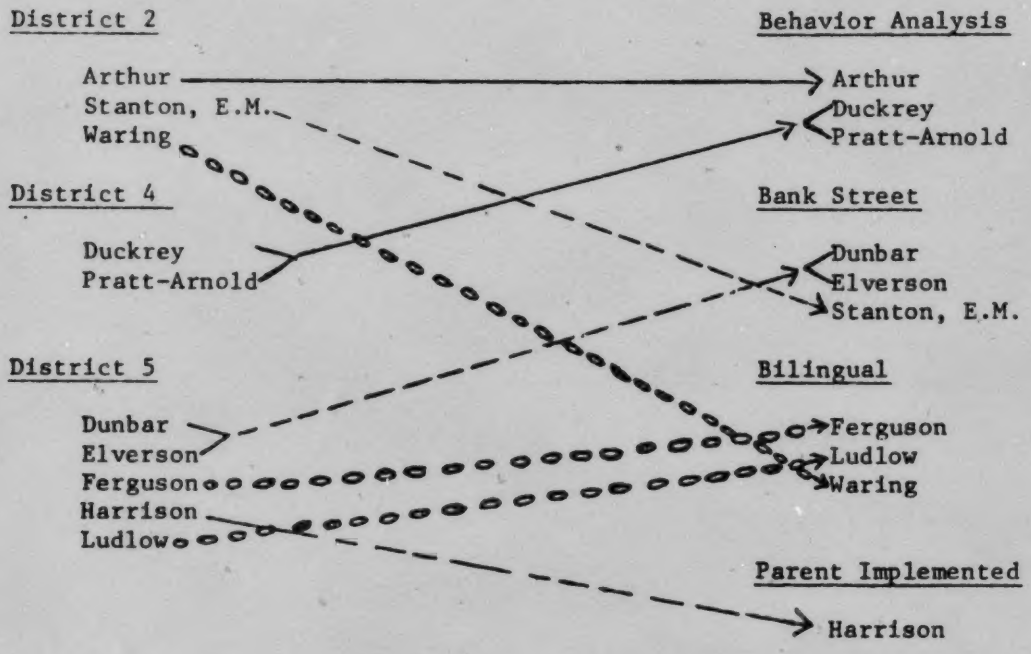
with the same reference groups according to ITBS performance from Spring, 1968 through Spring, 1972 (the last occasion being the first when Follow Through pupils are represented among pupils taking the Third Grade, ITBS). Section three is program "self-comparison" data on 1968-1972 ITBS trend lines. The fourth and final section is devoted to intra-program model comparisons based on rankings according to percentiles.

A. Total City and District Performance in Comparison With Follow Through Program Performance in All Test Areas, Spring, 1972.

In the following discussion total program performance will be consistently matched against total city (Philadelphia) National percentiles (corresponding to Mean score) and district groupings of Follow Through Schools will be compared against total district performance. In order to make this and all the succeeding discussions clear, the following listing should clarify the organization of Follow Through schools in Philadelphia by District and Model groupings:

FOLLOW THROUGH SCHOOLS ORGANIZED
BY DISTRICT AND MODEL GROUPINGS

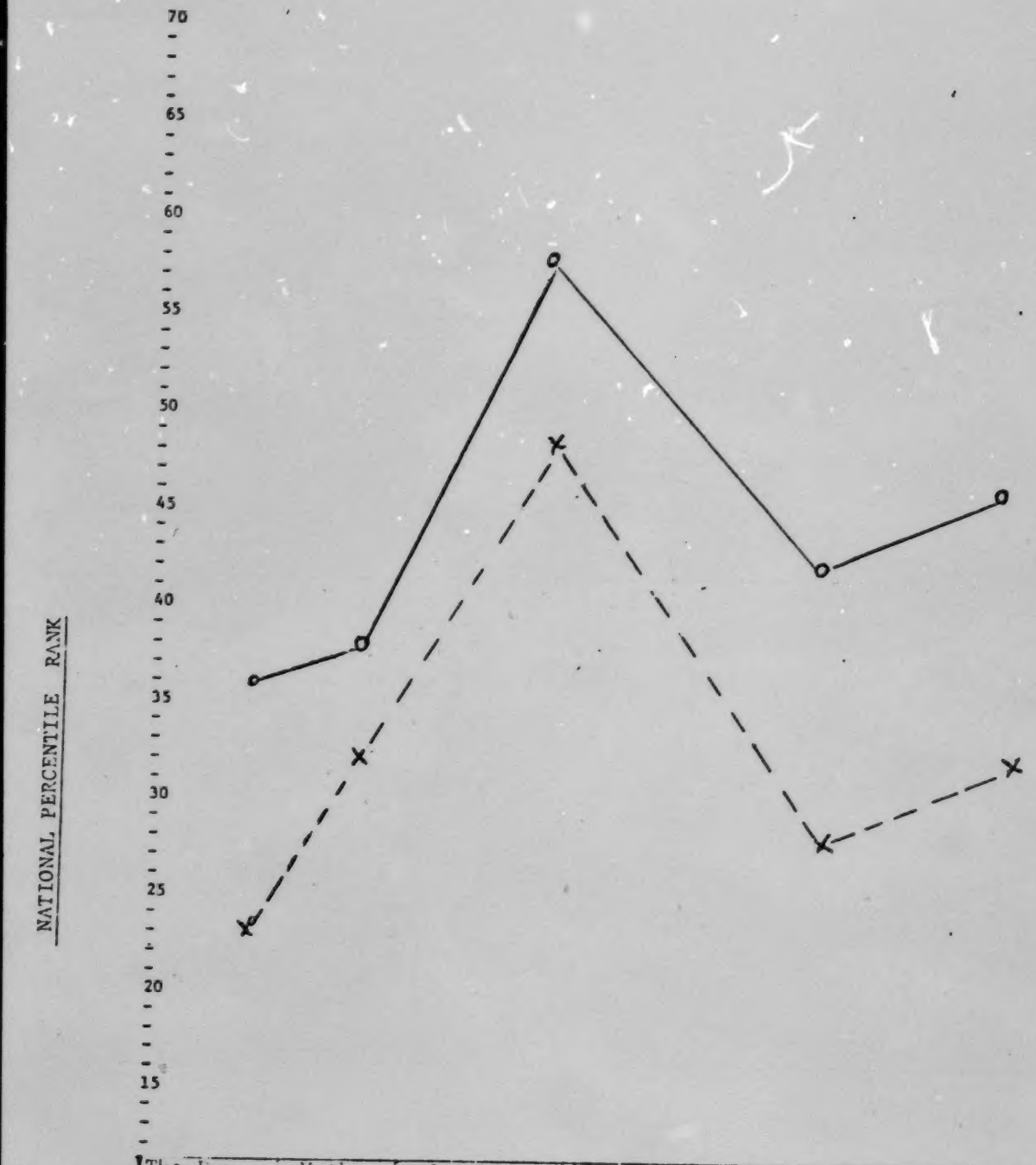
District Groupings		Model Groupings
District 1		**Philadelphia Process**
Drew		Drew
McMichael	=	McMichael
Wilson		Wilson
District 3		**Florida Parent**
Nebinger	=	Nebinger
Stevens		Stevens
District 6		**EDC**
Fulton		Fulton
Kelly, J.B.	=	Kelly, J.B.
Wister, J.		Wister, J.



As is apparent, District 1, 3, and 6 groupings are identical with the Philadelphia Process, Florida Parent, and EDC Models respectively. The District 4 grouping contains only Behavior Analysis Model schools, but does not include the other school in the Model, the Arthur School in District 2. Districts 2 and 5 groupings cut across a number of models.

The data for discussion in this section are found in Figures 1-28 (SESAT: 1-7; MAT-I: 8-14; MAT-II: 15-21; ITBS: 22-28). In SESAT areas the total program is 6-14 percentile points below city performance in all areas. However, District 1 Follow Through Schools (FT) (Philadelphia Process Model) score higher than District 1 in all areas except Aural Comprehension when there is an equal outcome. District 2 Follow Through Schools (FT) score higher than District 2 in Environment, Mathematics, and Total score, and equal it in Aural Comprehension. District 3 Follow Through Schools (FT), Florida Parent Model, are below the district in all areas. District 4 Follow Through (FT), Behavior Analysis only schools, score higher than District 4 in Letters and Sounds. District 5 Follow Through Schools (FT) tie their district in Mathematics and Letters and Sounds. The District 6 Follow Through Schools (FT), EDC Model, score higher than the district in Mathematics and equal it in Environment and Aural Comprehension.

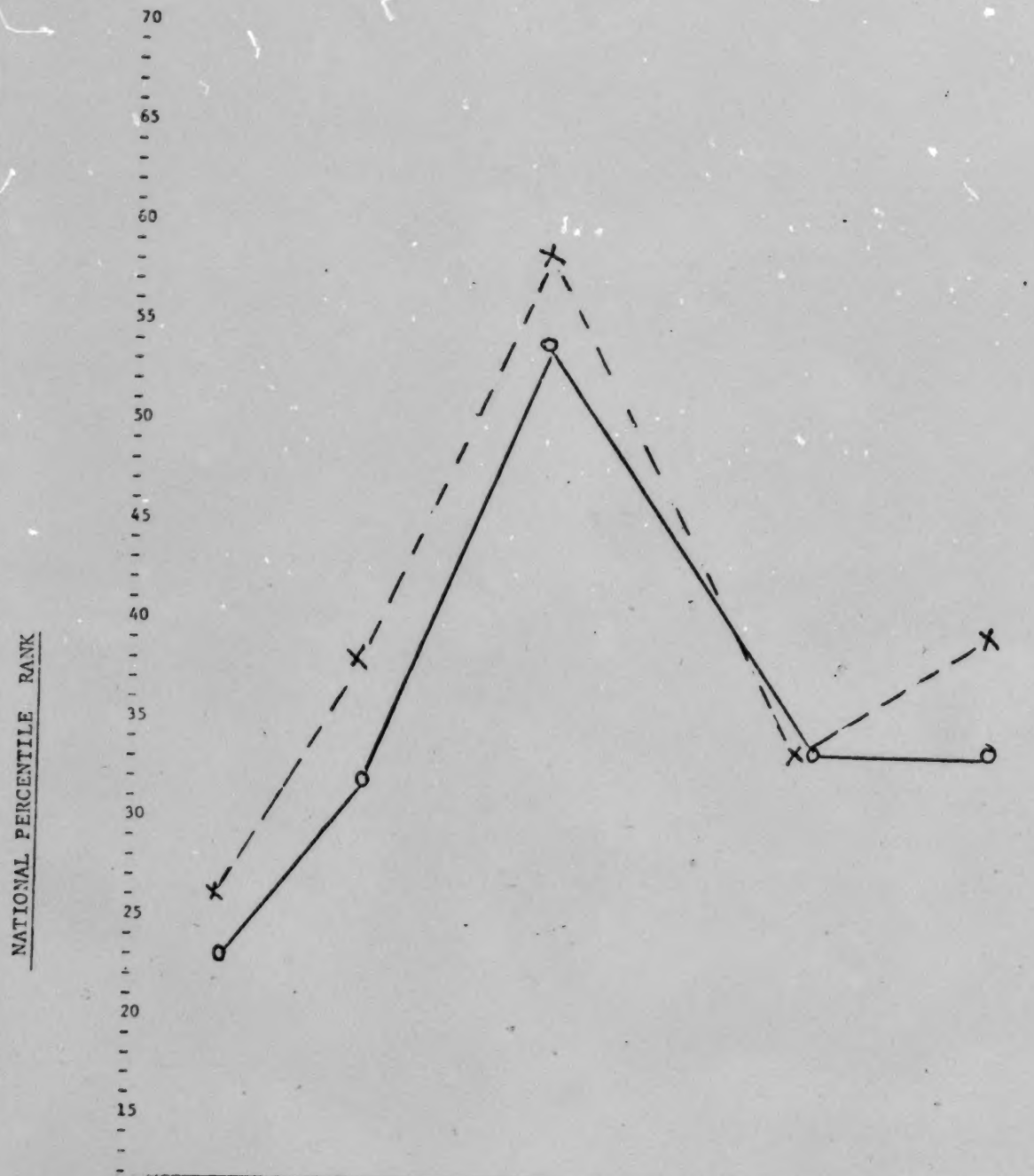
In First Grade (MAT-I) areas the program is 4 percentile points above city performance in Total Mathematics and equals it in Reading. District 1 Follow Through equals the district in Reading and Total Reading. District 2 Follow Through is below the district in all areas. District 3 Follow Through is also below its district in all areas. District 4 Follow Through is 4-20 percentile points higher than its district in all areas.



	The Env.	Math.	Letters & Sounds	Aural Comp.	Total
City	36	38	58	42	46
Total FT	23	32	48	28	32

Figure: 1

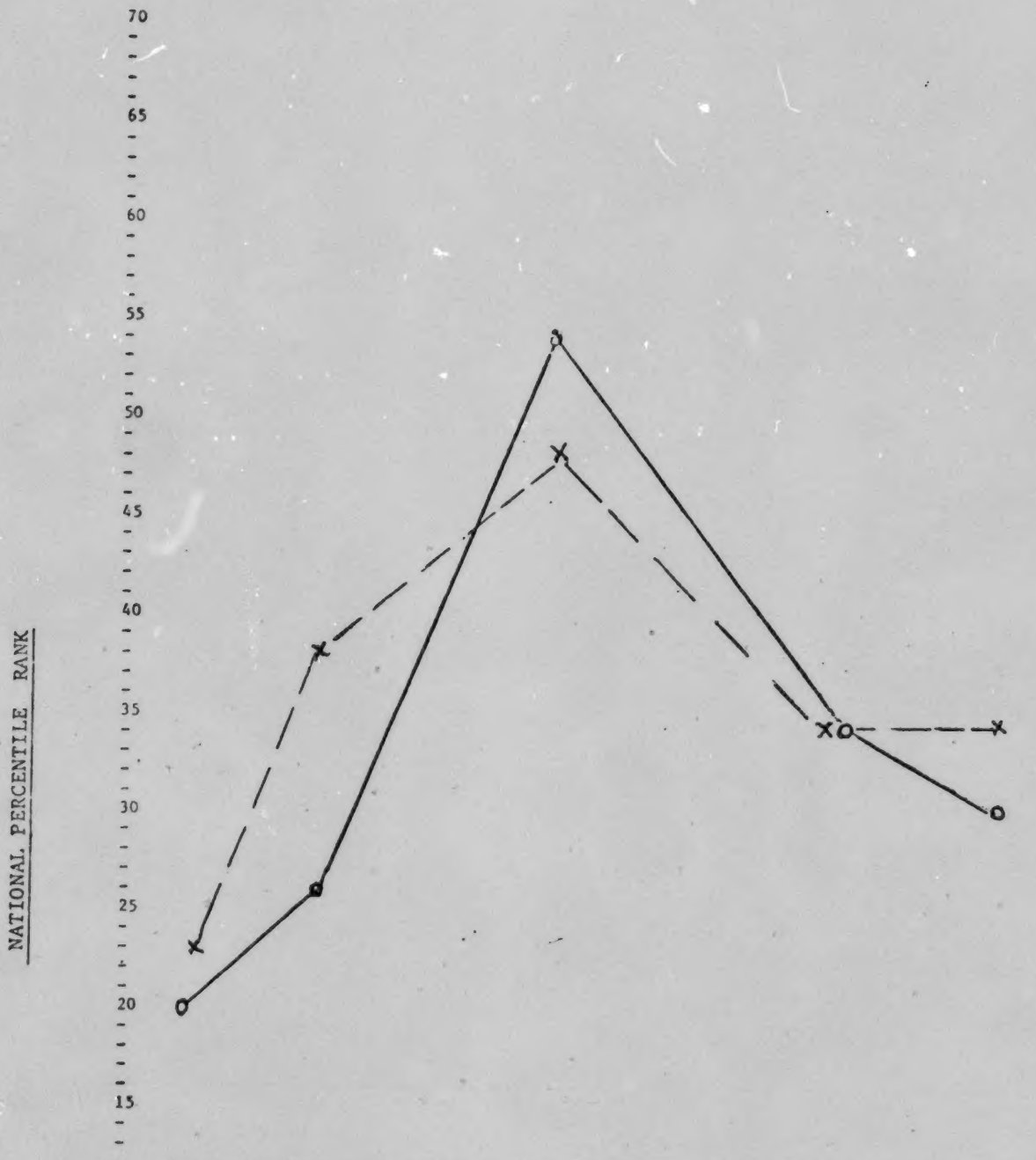
National Percentile Ranks
Stanford Early School Achievement Test - Subtests and Totals
City Compared with Total Follow Through



	The Env.	Math.	Letters & Sounds	Aural Comp.	Total
Dist. 1	23	32	54	34	34
FT-Dist.1	26	38	58	34	40

Figure: 2

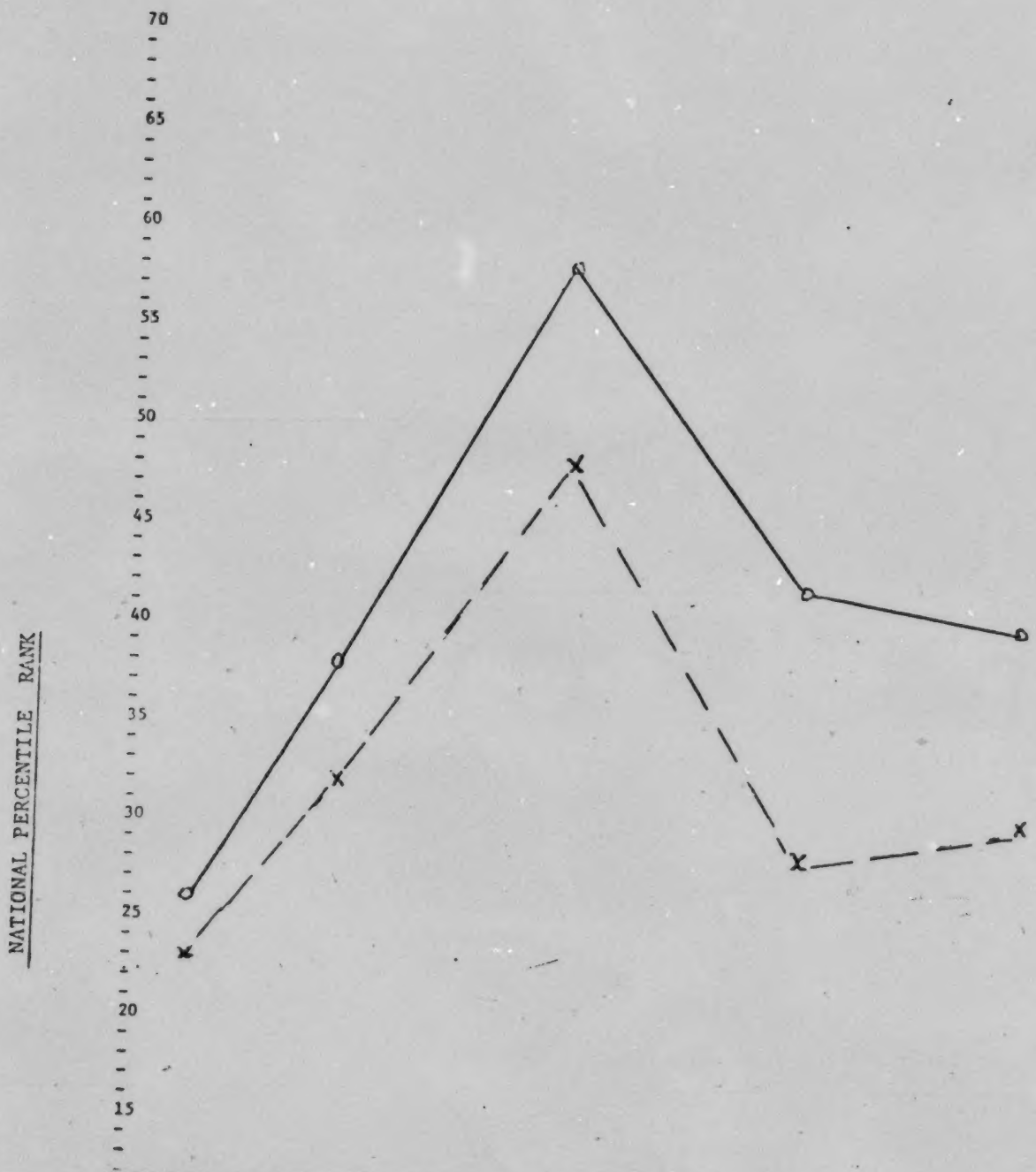
National Percentile Ranks
Stanford Early School Achievement Test - Subtests and Tota's
Total District 1 compared with Follow Through District 1.



	The Env.	Math.	Letters & Sounds	Aural Comp.	Total
Dist. 2	20	26	54	34	30
FT-Dist.2	23	38	48	34	34

Figure: 3

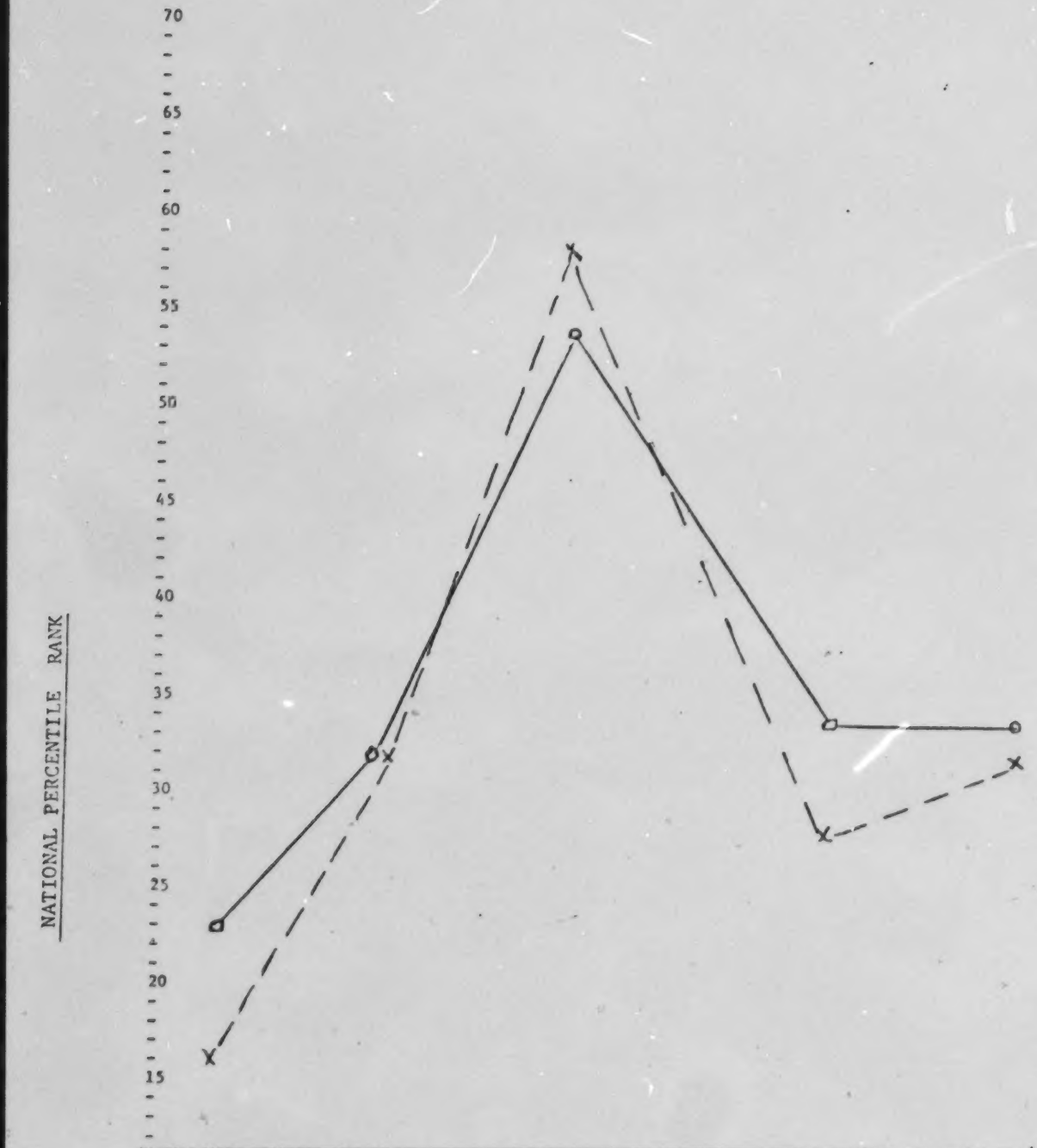
National Percentile Ranks
Stanford Early School Achievement Test - Subtests and Totals
Total District 2 compared with Follow Through District 7.



	The Env.	Math.	Letters & Sounds	Aural Comp.	Total
Dist. 3	26	38	58	42	40
FT-Dist.3	23	32	48	28	30

Figure: 4

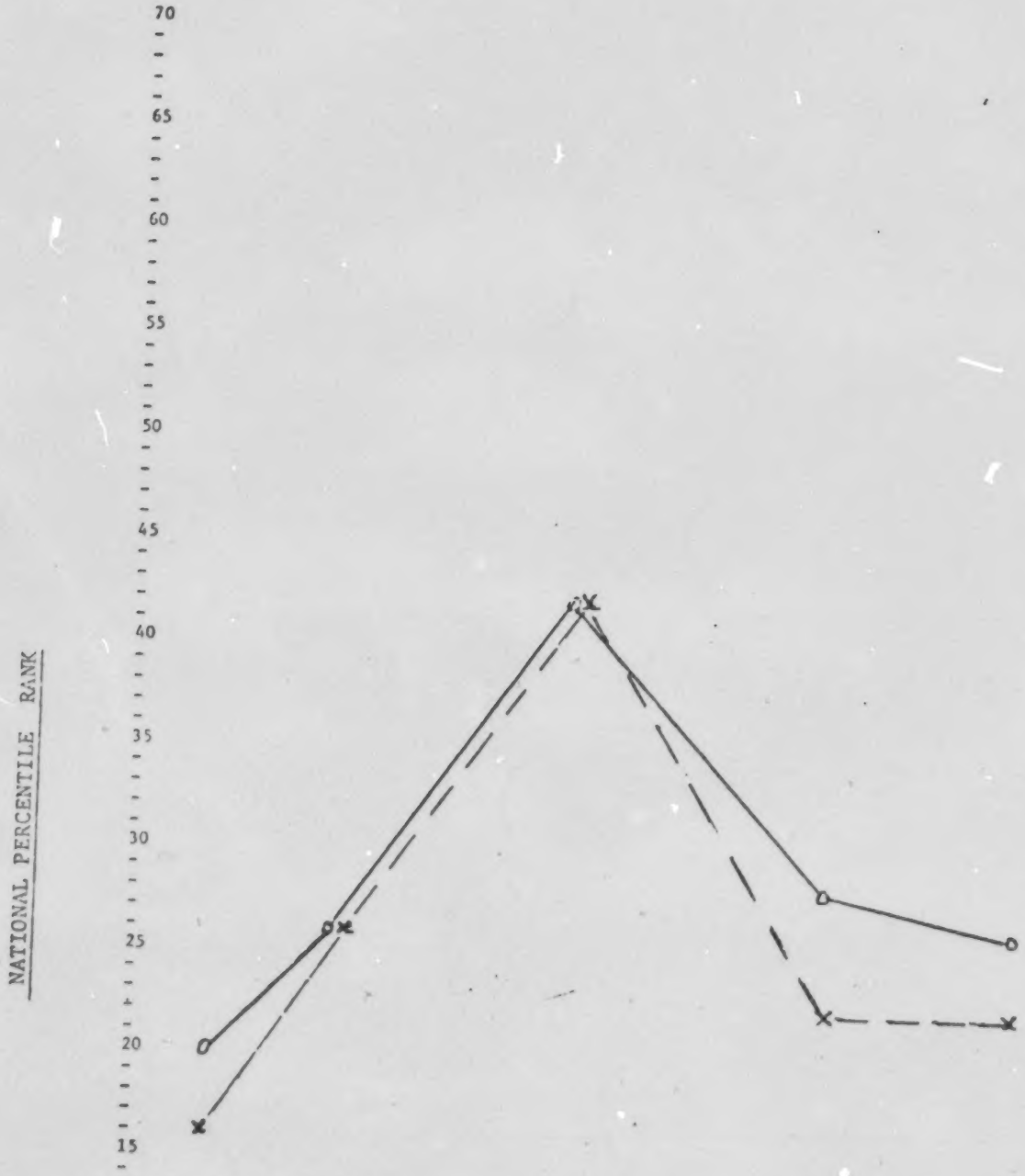
National Percentile Ranks
Stanford Early School Achievement Test - Subtests and Totals
Total District 3 compared with Follow Through District 3.



	The Env.	Math.	Letters & Sounds	Aural Comp.	Total
Dist. 4	23	32	54	34	34
FT.-Dist.4	16	32	58	28	32

Figure: 5

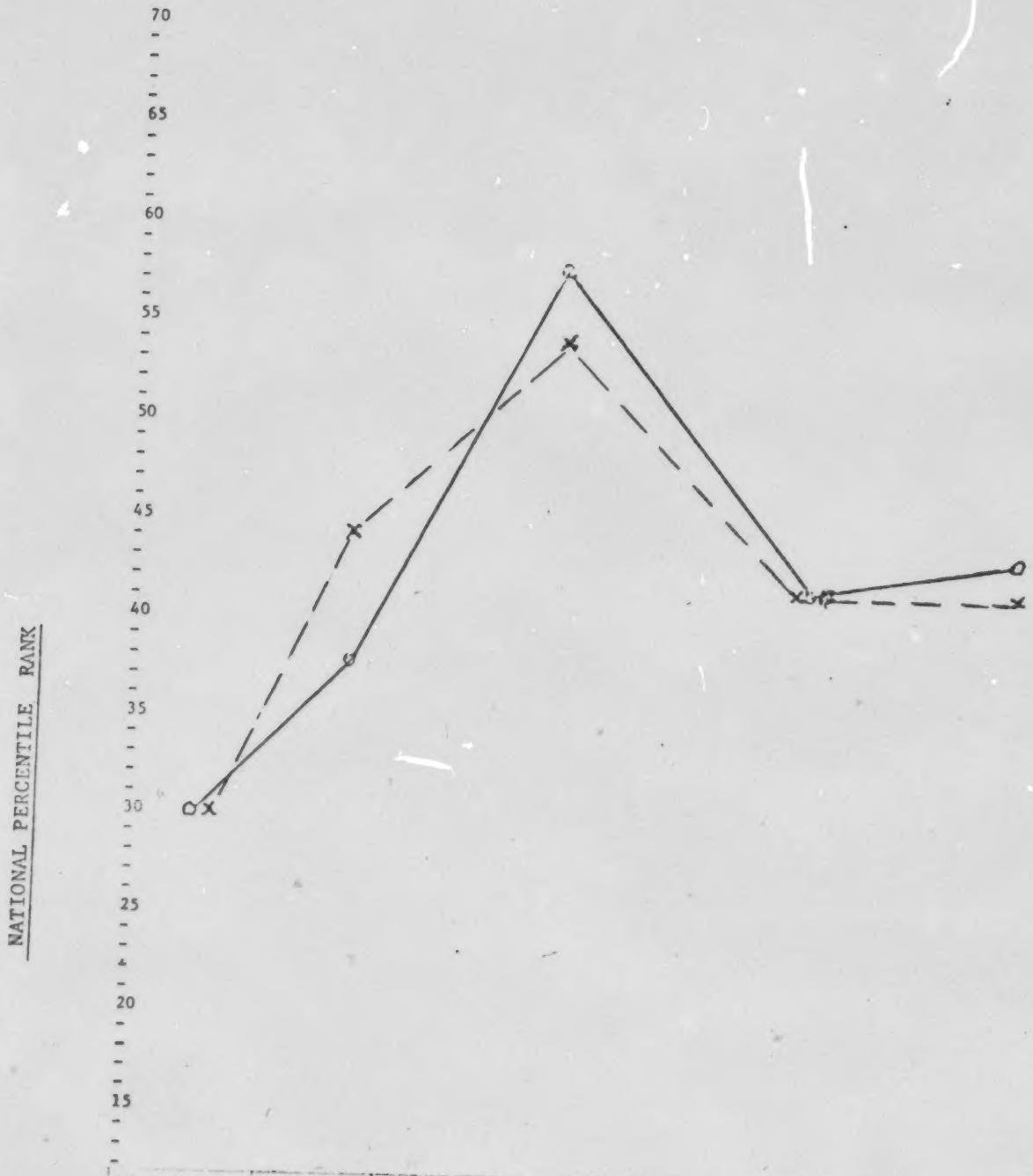
National Percentile Ranks
Stanford Early School Achievement Test - Subtests and Totals
Total District 4 compared with Follow Through District 4.



	The Env.	Math.	Letters & Sounds	Aural Comp.	Total
O Dist. 5	20	26	42	28	26
X FT-Dist.5	16	26	42	22	22

Figure: 6

National Percentile Ranks
Stanford Early School Achievement Test - Subtests and Totals
Total District 5 compared with Follow Through District 5.



	The Env.	Math.	Letters & Sounds	Aural Comp.	Total
Dist. 6	30	38	58	42	44
FT-Dist.6	30	44	54	42	42

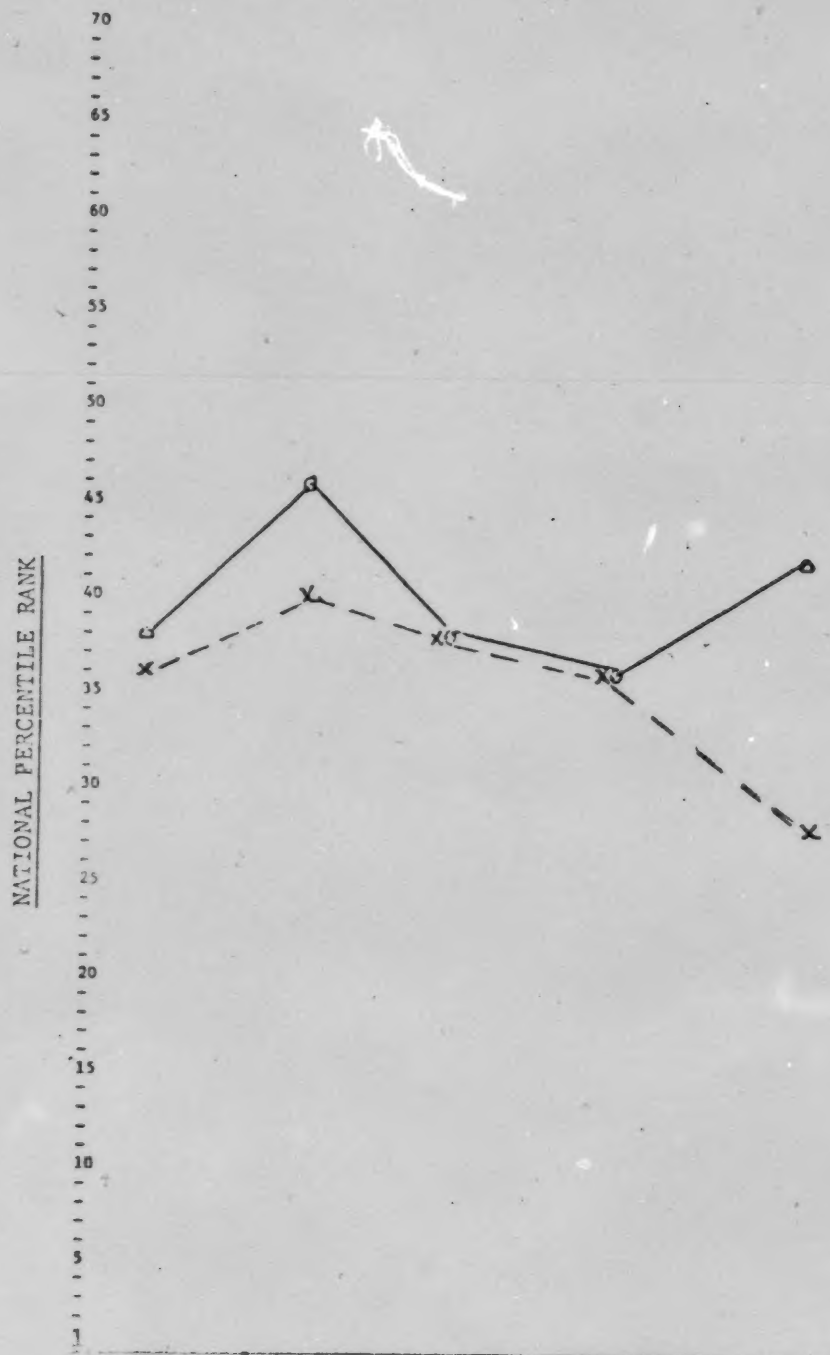
Figure: 7

National Percentile Ranks
Stanford Early School Achievement Test - Subtests and Totals
Total District 6 compared with Follow Through District 6.

	Word Knowledge	Word Analysis	Reading	Total Reading	Total Math
O City	38	40	38	40	36
X Total-FT	36	28	38	36	40

Figure: 8

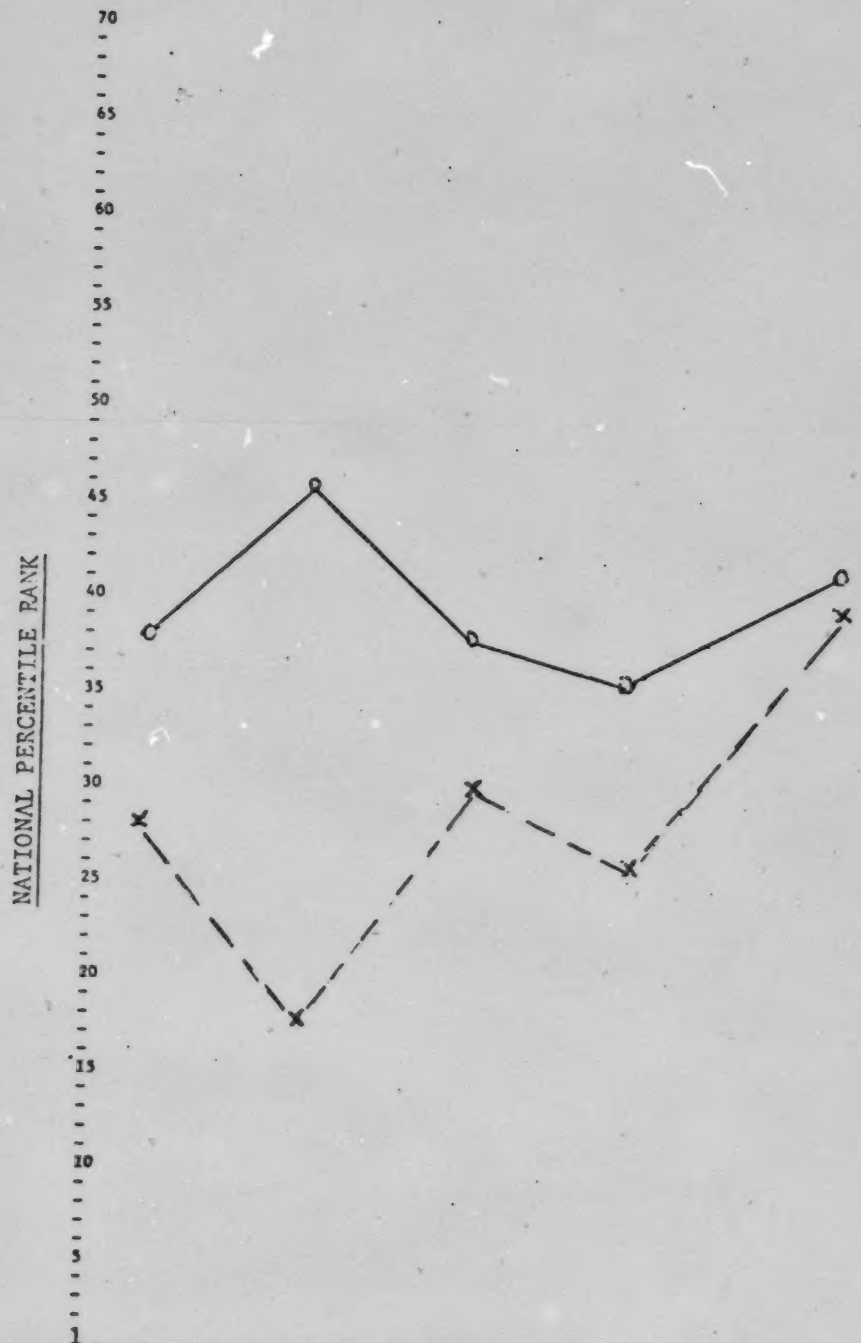
National Percentile Ranks
Metropolitan Achievement Test - Primary I
City Compared with Total Follow Through



	Word Knowledge	Word Analysis	Reading	Total Reading	Total Math
O Dist. 1	38	46	38	36	42
X FT-Dist. 1	36	40	38	36	28

Figure: 9

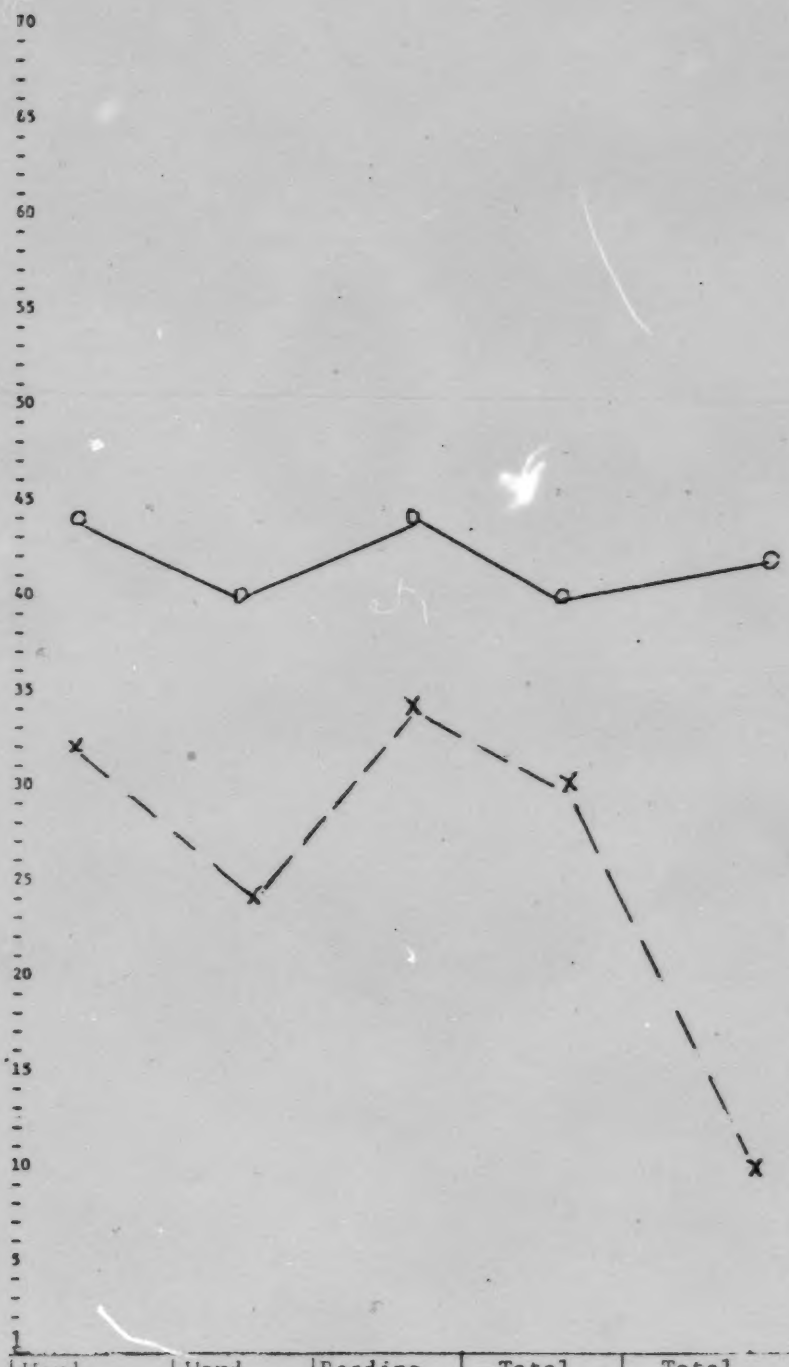
National Percentile Ranks
Metropolitan Achievement Test - Primary I
Total District 1 compared with Follow Through District 1.



	Word Knowledge	Word Analysis	Reading	Total Reading	Total Math
O Dist. 2	38	46	38	36	42
X FT-Dist.2	28	18	30	26	40

Figure: 10

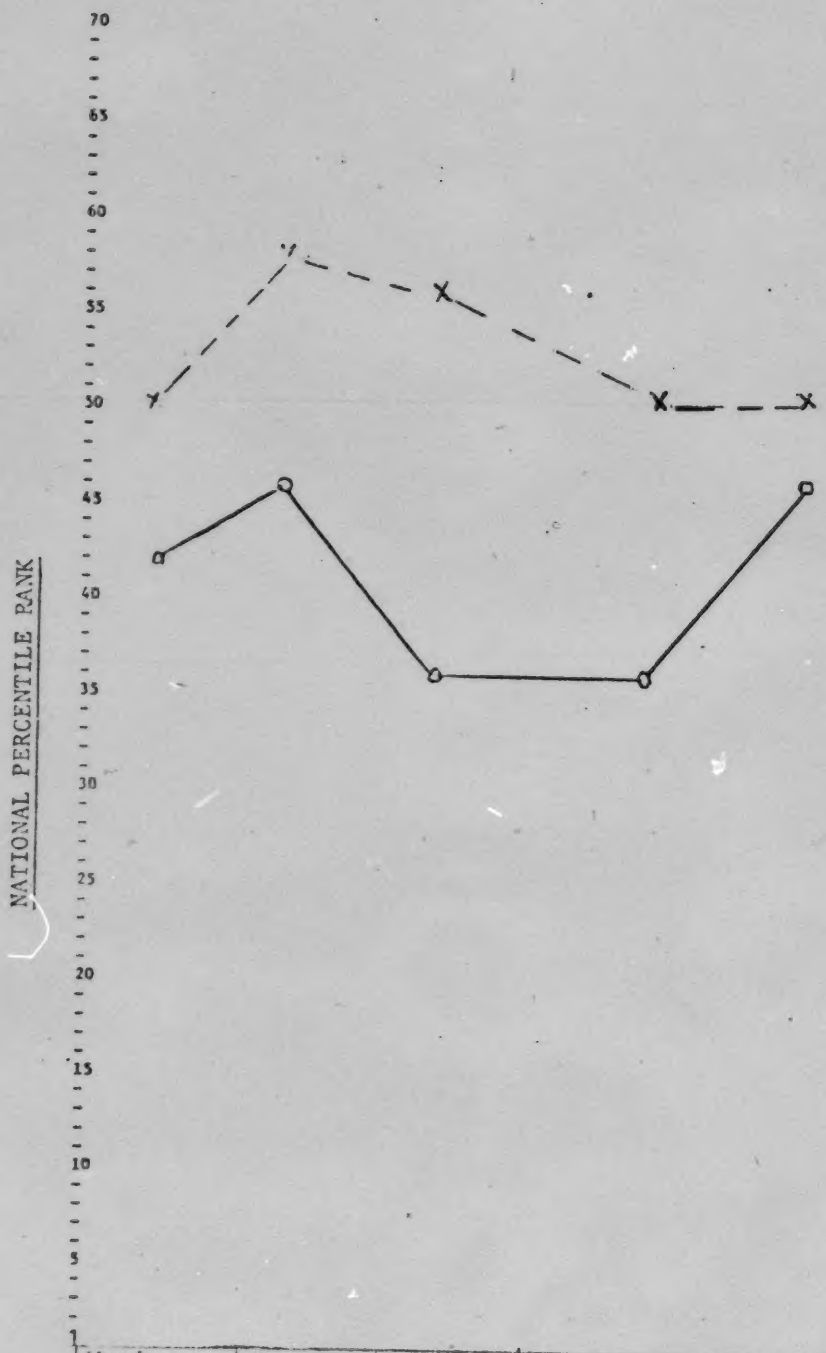
National Percentile Ranks
Metropolitan Achievement Test - Primary I
Total District 2 compared with Follow Through District 2.



	Word Knowledge	Word Analysis	Reading	Total Reading	Total Math
O Dist. 3	44	40	44	40	42
X FT-Dist 3	32	24	34	30	10

Figure: 11

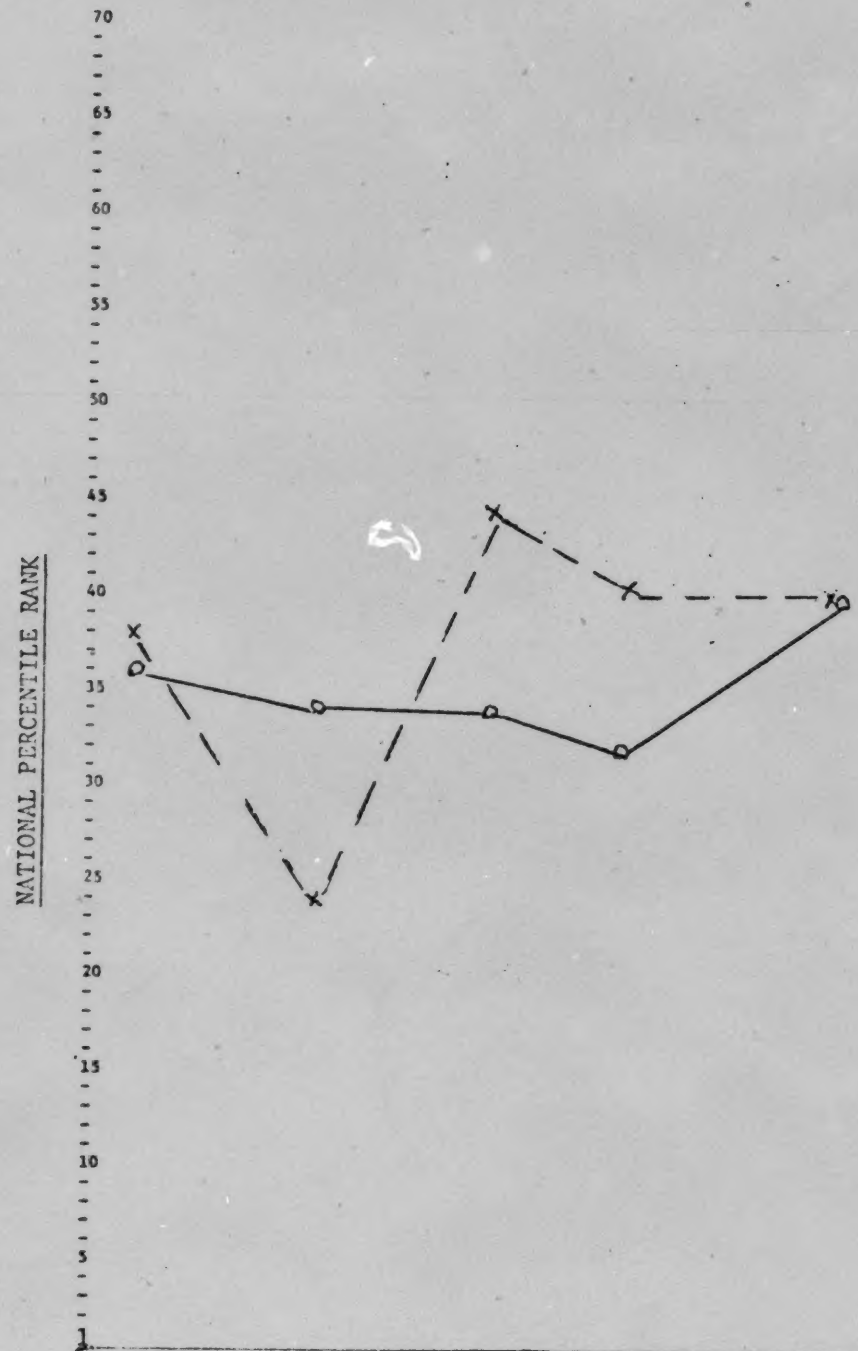
National Percentile Ranks
Metropolitan Achievement Test - Primary I
Total District 3 compared with Follow Through District 3.



	Word Knowledge	Word Analysis	Reading	Total Reading	Total Math
O Dist. 4	42	46	36	36	46
X FT-Dist.4	50	58	56	50	50

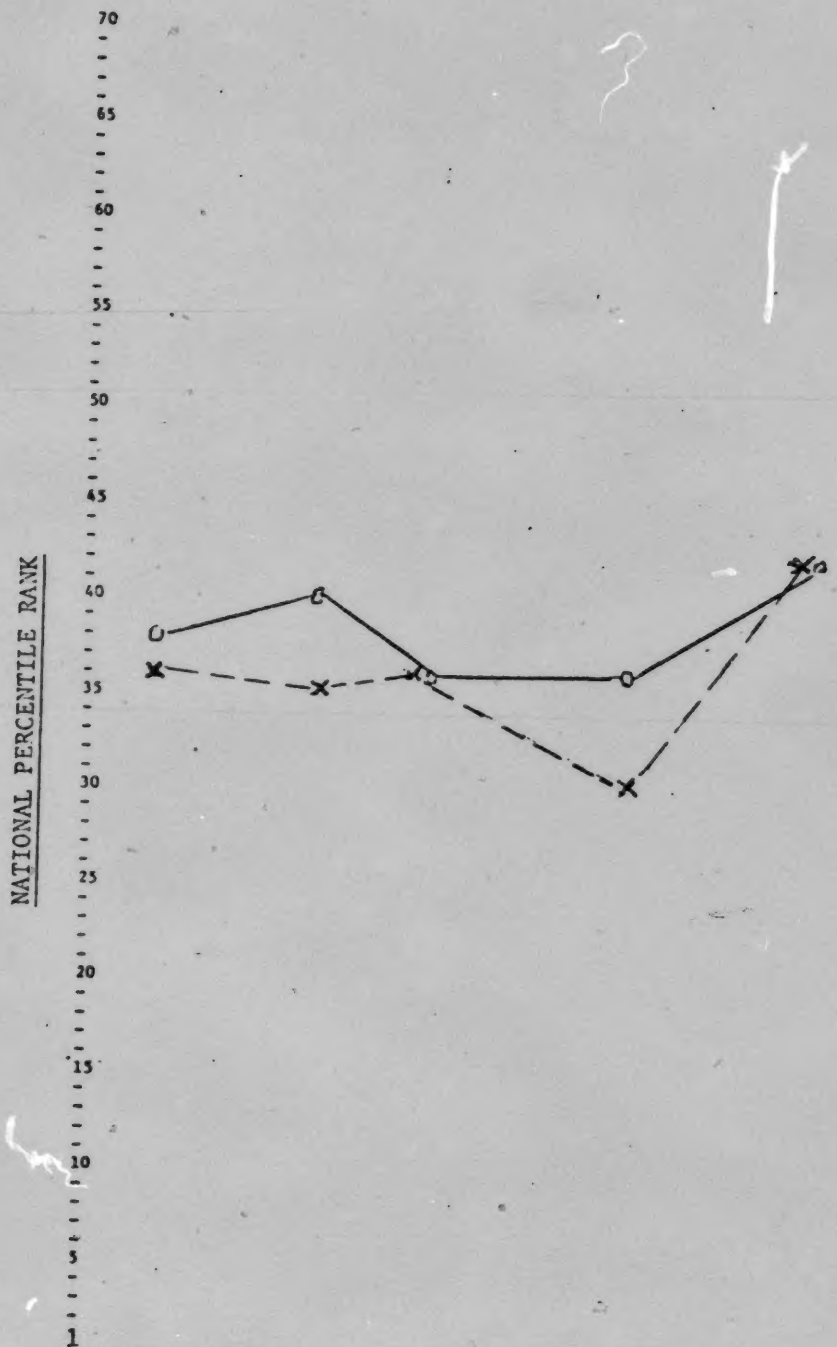
Figure: 12

National Percentile Ranks
Metropolitan Achievement Test - Primary I
Total District 4 compared with Follow Through District 4.



	Word Knowledge	Word Analysis	Reading	Total Reading	Total Math
O Dist. 5	36	34	34	32	40
X FT-Dist 5	38	24	44	40	40

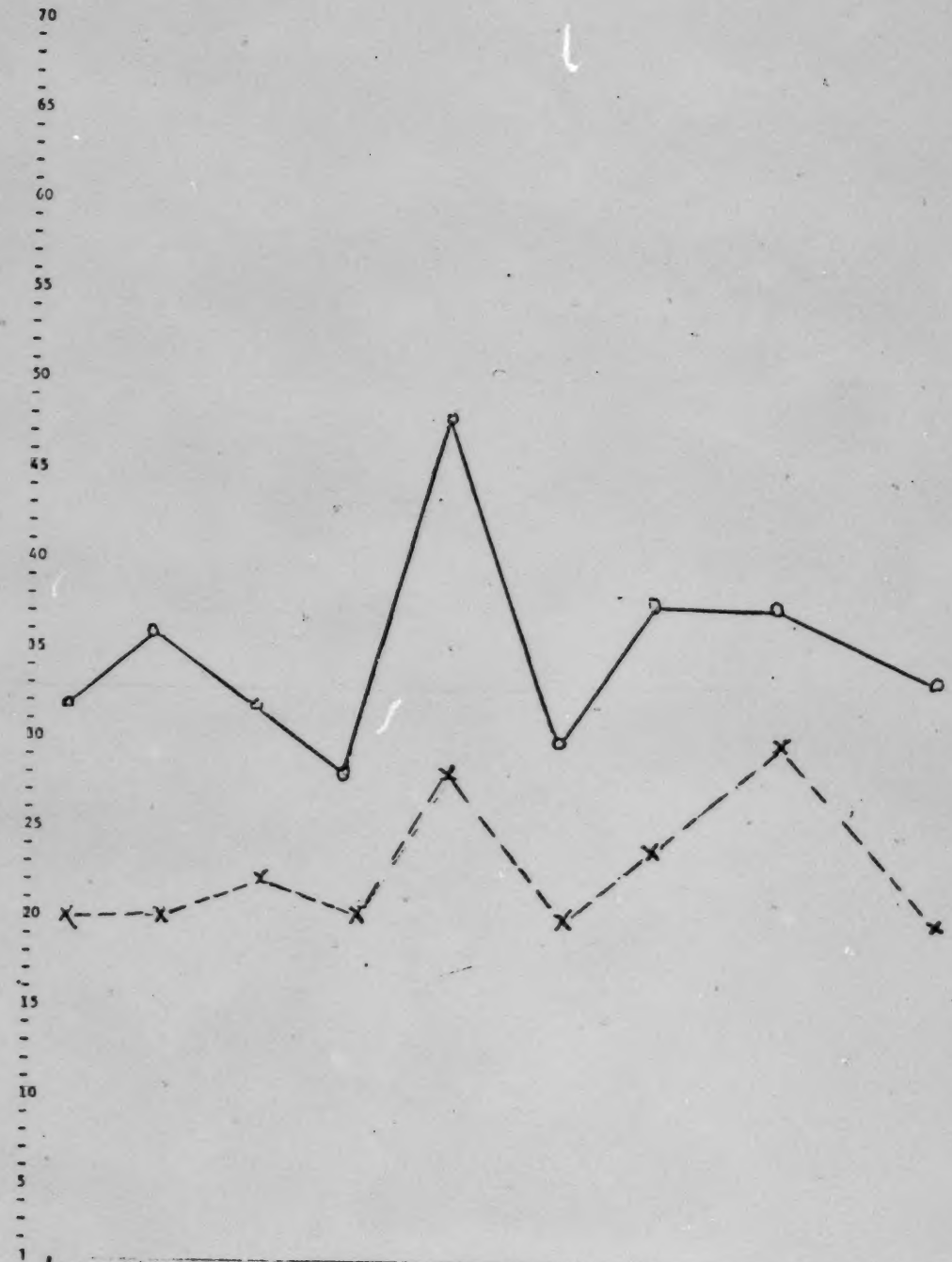
Figure: 13 National Percentile Ranks
Metropolitan Achievement Test - Primary I
Total District 5 compared with Follow Through District 5.



	Word Knowledge	Word Analysis	Reading	Total Reading	Total Math
O Dist. 6	38	40	36	36	42
X FT-Dist 6	36	35	36	30	42

Figure: 14

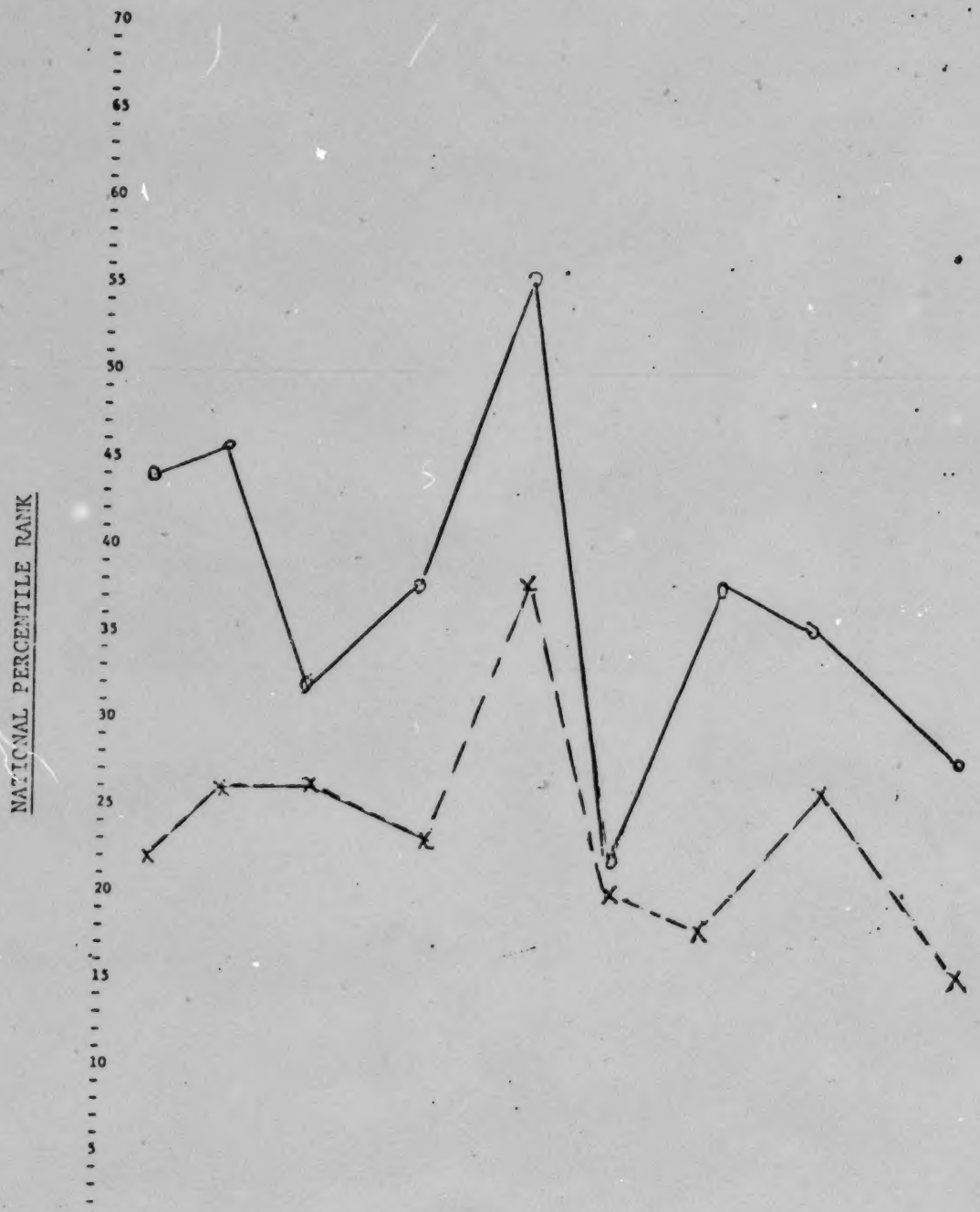
National Percentile Ranks
Metropolitan Achievement Test - Primary I
Total District 6 compared with Follow Through District 6.



	Word Know.	Word Anal.	Read	Tot. Read.	Spell.	Math Comp.	Math Conc.	Math Prob. Solving	Total Math
O City	32	36	32	28	48	30	38	38	34
X Total FT	20	20	22	20	28	20	24	30	20

Figure: 15

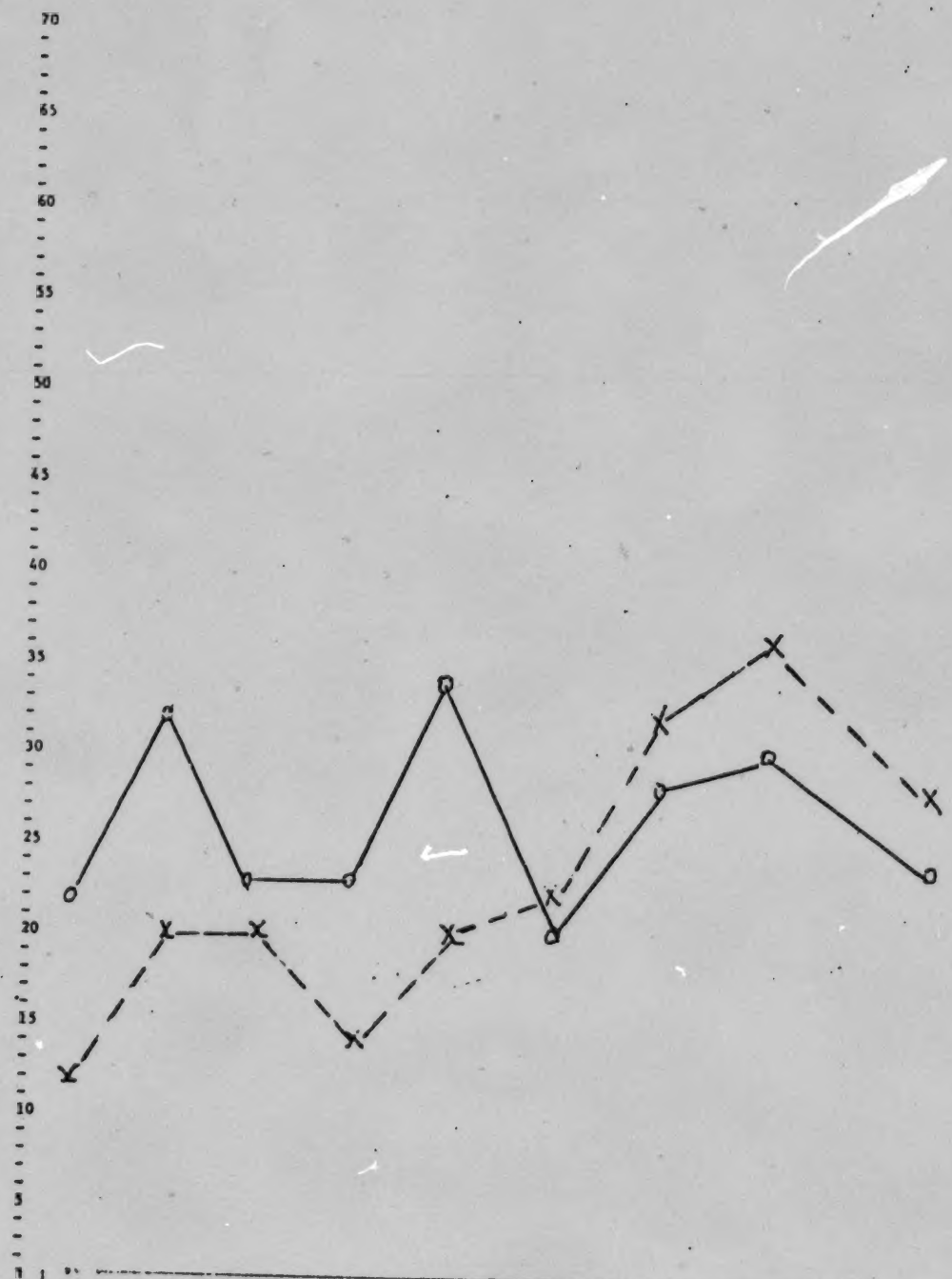
National Percentile Ranks
Metropolitan Achievement Test - Primary II
City Compared with Total Follow Through



	Word Know.	Word Anal.	Read	Tot. Read.	Spell.	Math Comp.	Math Conc.	Math Prob. Solving	Total Math
O Dist. 1	44	46	32	38	56	22	38	36	28
X FT-Dist. 1	22	26	26	23	38	20	18	26	16

Figure: 16

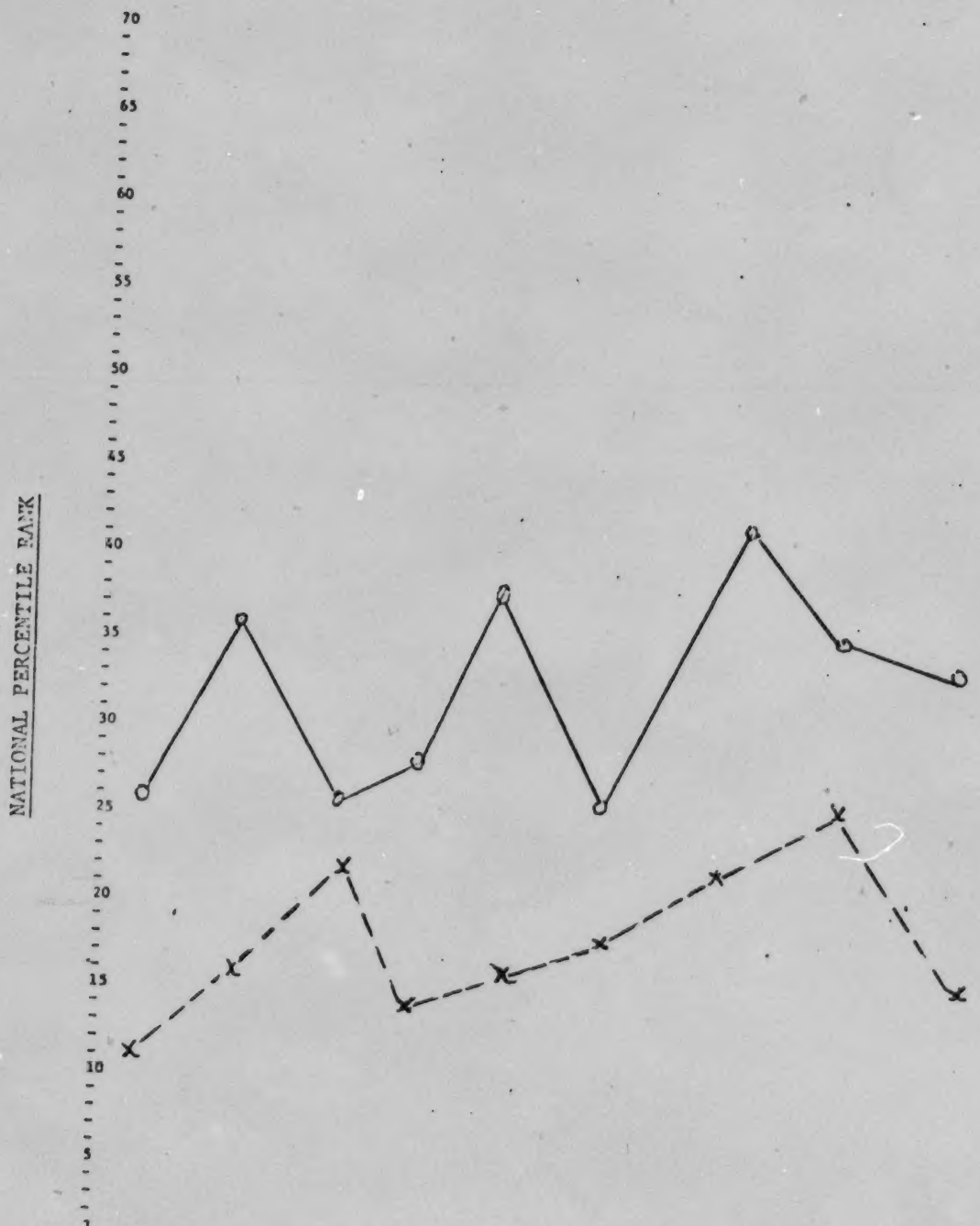
National Percentile Ranks
Metropolitan Achievement Test - Primary II
Total District 1 compared with Follow Through District 1.



		Word Know.	Word Anal.	Read	Tot. Read.	Spell.	Math Comp.	Math Conc.	Math Prob. Solving	Total Math
O Dist.	2	22	32	23	23	34	20	28	30	24
X FT-Dist.	2	12	20	20	14	20	22	32	36	28

Figure: 17

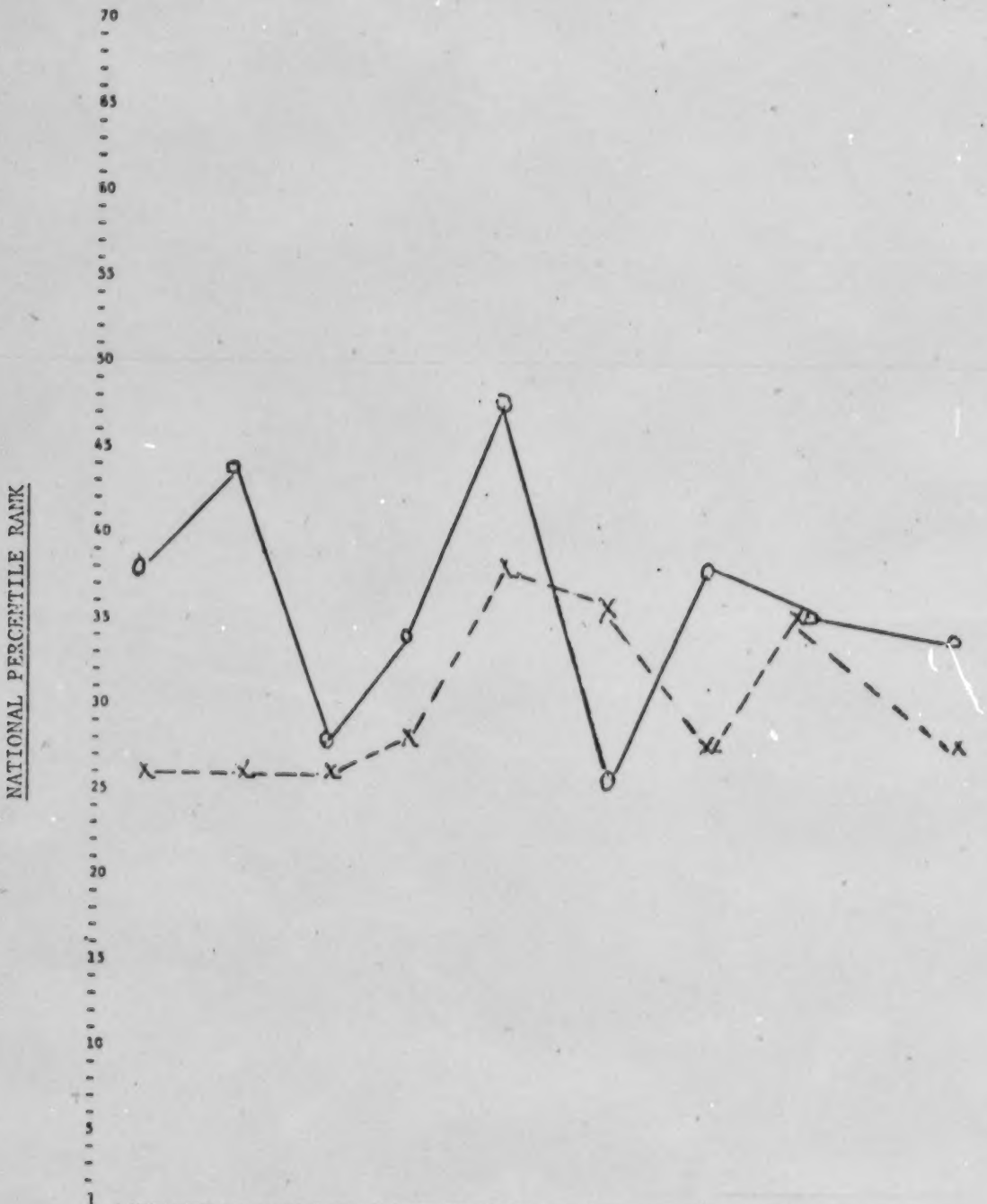
National Percentile Ranks
Metropolitan Achievement Test - Primary II
Total District 2 compared with Follow Through District 2.



	Word Know.	Word Anal.	Read	Tot. Read.	Spell.	Math Comp.	Math Conc.	Math Prob. Solving	Total Math
ODist. 3	26	36	26	28	38	26	42	36	34
XFT-Dist. 3	11	16	22	14	16	18	22	26	16

Figure: 18

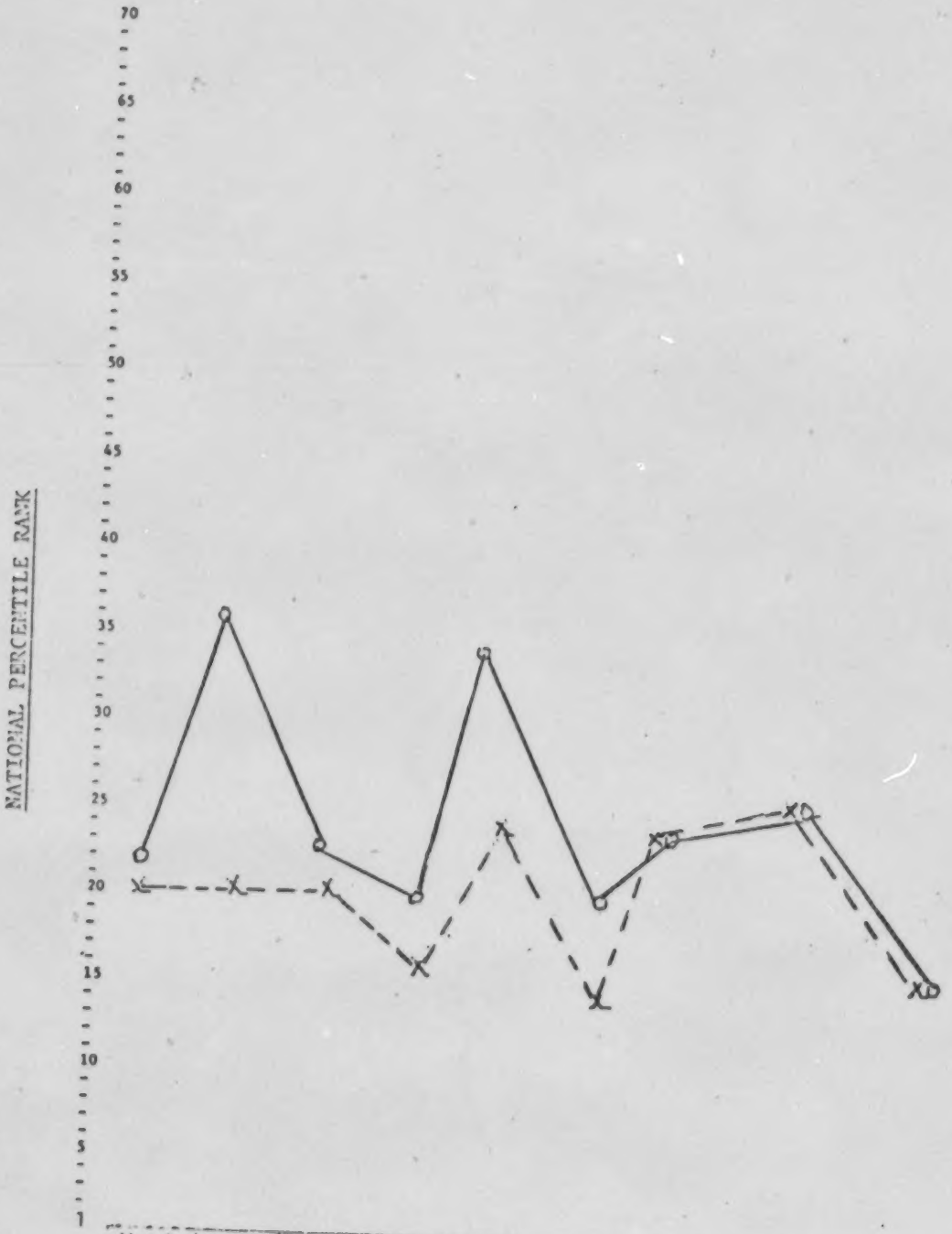
National Percentile Ranks
Metropolitan Achievement Test - Primary II
Total District 3 compared with Follow Through District 3.



	Word Know.	Word Anal.	Read	Tot. Read.	Spell.	Math Comp.	Math Conc.	Math Prob. Solving	Total Math
O Dist. 4	38	44	28	34	48	26	38	36	34
X FT-Dist. 4	26	26	26	28	38	36	28	36	28

Figure: 19

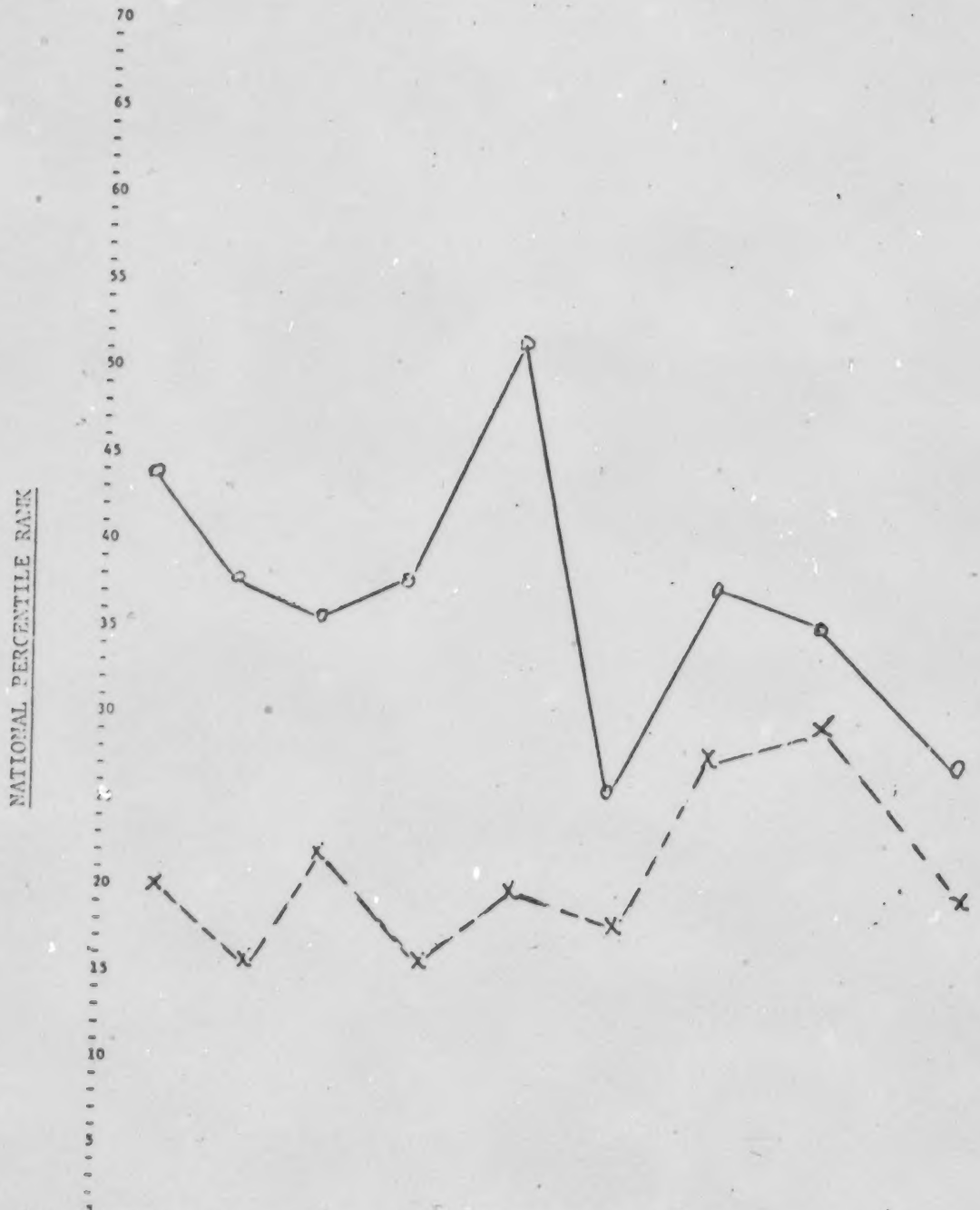
National Percentile Ranks
Metropolitan Achievement Test - Primary II
Total District 4 compared with Follow Through District 4.



	Word Know.	Word Anal.	Read	Tot. Read.	Spell.	Math Comp.	Math Conc.	Math Prob. Solving	Total Math
O Dist. 5	22	36	23	20	34	20	24	26	16
X FT-Dist.5	20	20	20	16	24	14	24	26	16

Figure: 20

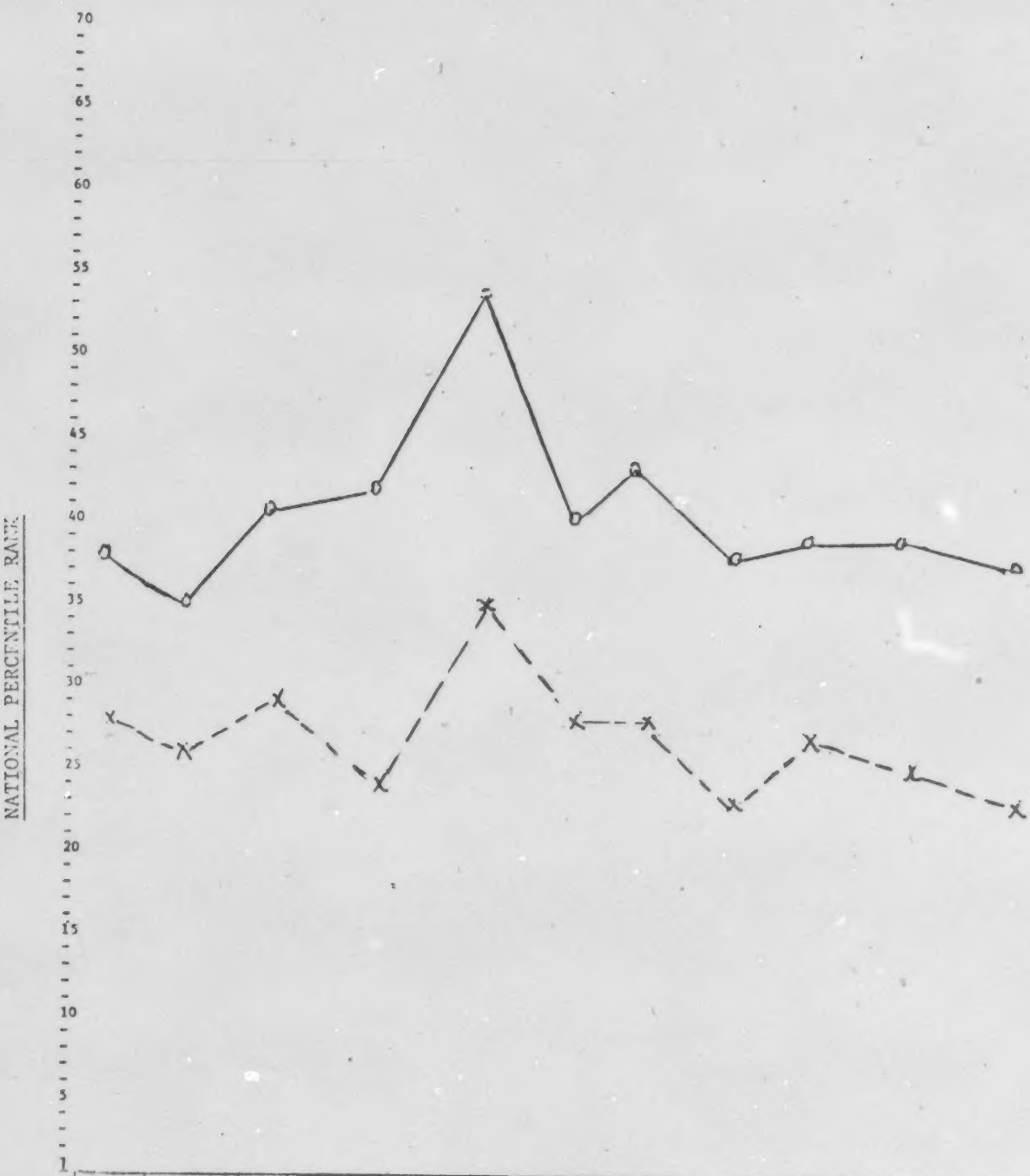
National Percentile Ranks
Metropolitan Achievement Test - Primary II
Total District 5 compared with Follow Through District 5.



		Word Know.	Word Anal.	Read	Tot. Read.	Spell.	Math Comp.	Math Conc.	Math Prob. Solving	Total Math
O Dist.	6	44	38	36	38	52	26	38	36	28
X FT-Dist.	6	20	16	22	16	20	18	28	30	20

Figure: 21

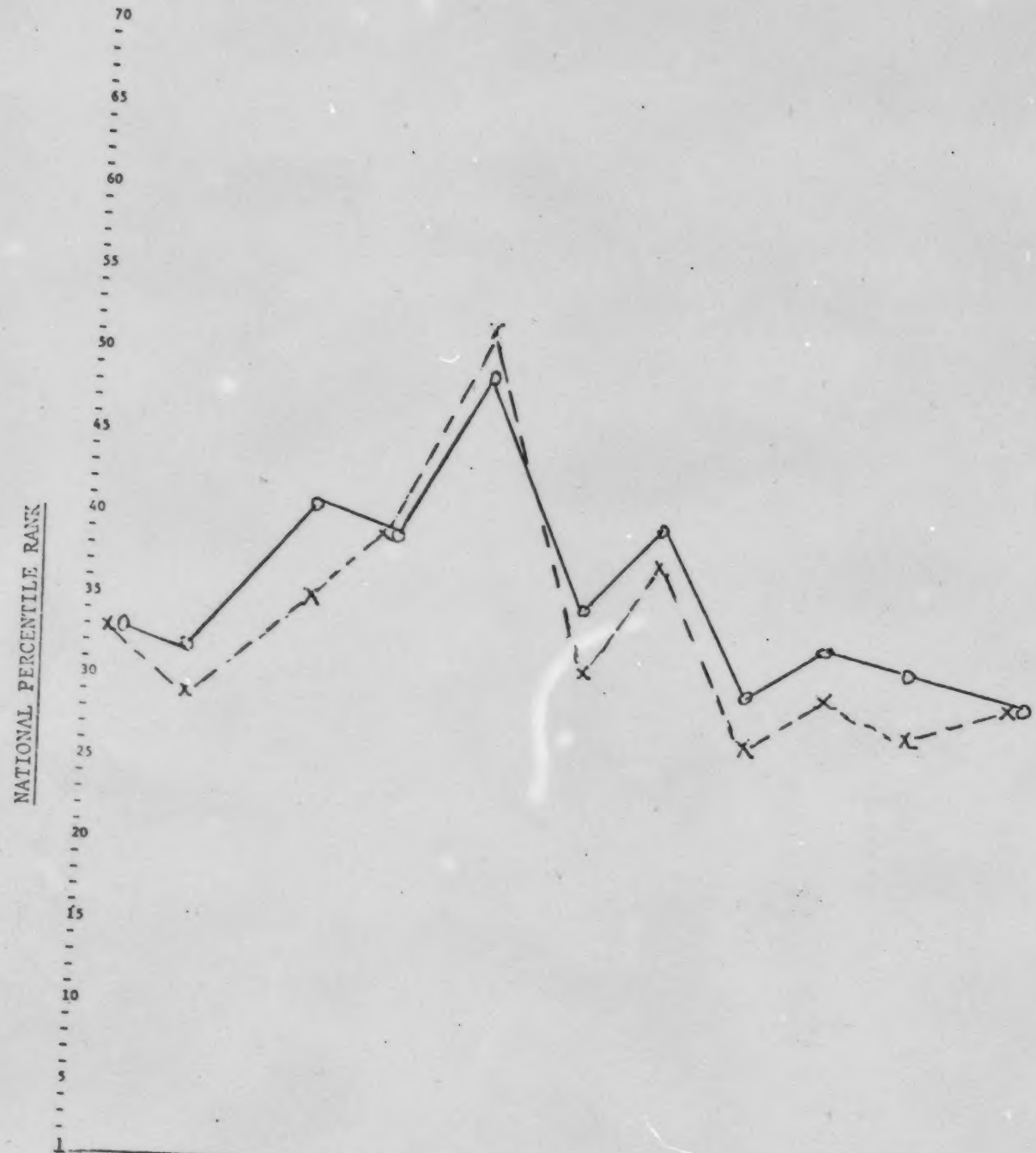
National Percentile Ranks
Metropolitan Achievement Test - Primary II
Total District 6 compared with Follow Through District 6.



	Voc.	Read.	Spell.	Cap.	Punc.	Usage	Tot. Lang.	Arith. Conc.	Arith. Prob.	Tot. Arith.	Composite
O City	38	35	41	42	54	40	43	38	39	39	38
X Total FT	28	26	29	24	35	28	28	23	27	25	23

Figure - 22

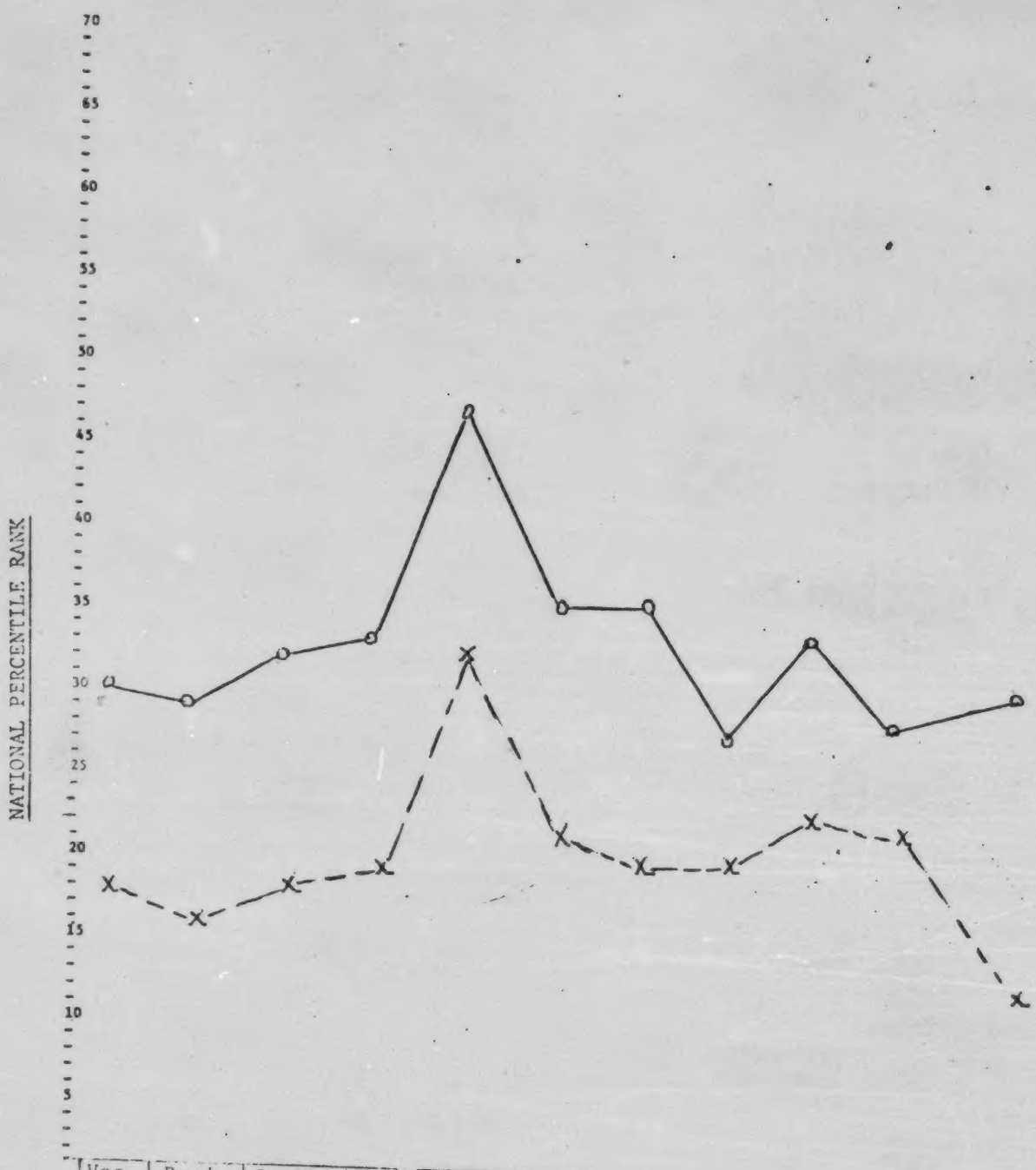
National Percentile Rank
Iowa Tests of Basic Skills - Grade 3
City Compared with Total Follow Through



	Voc.	Real.	Spell.	Cap.	Punc.	Usage	Tot. Lang.	Arith. Conc.	Arith. Prob.	Tot. Arith.	Composite
Dist. 1	33	32	41	39	49	35	40	30	33	32	30
FT-Dist. 1	33	29	35	39	52	31	38	27	30	28	30

Figure - 23

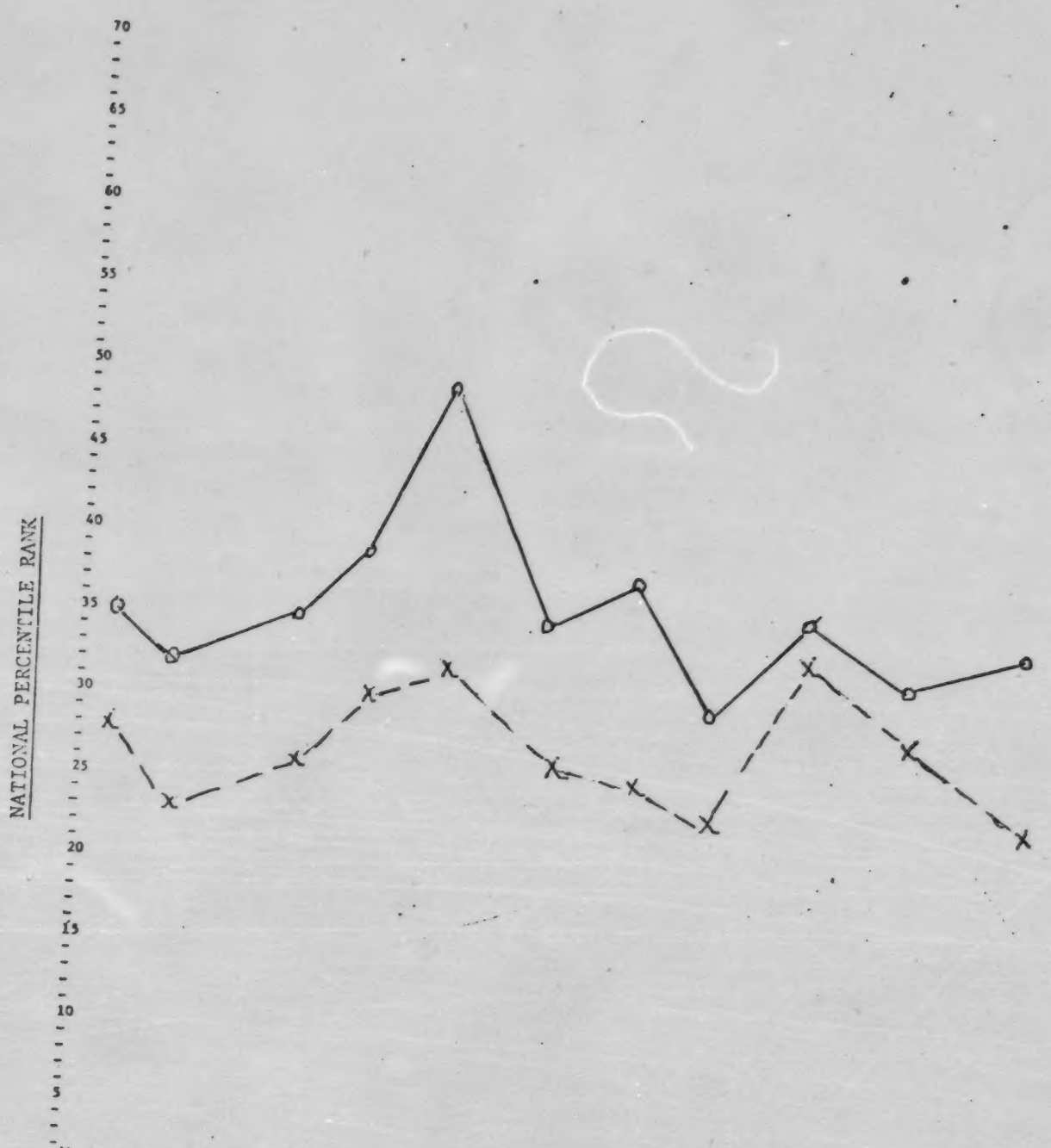
National Percentile Rank
Iowa Tests of Basic Skills - Grade 3
Total District 1 compared with Follow Through District 1.



	Voc.	Read.	Spell.	Cap.	Punc.	Usage	Tot. Lang.	Arith. Conc.	Arith. Prob.	Tot. Arith.	Composite
Dist. 2	30	29	32	33	47	35	35	27	33	28	30
FT-Dist. 2	18	16	18	19	32	21	19	19	22	21	12

Figure - 24

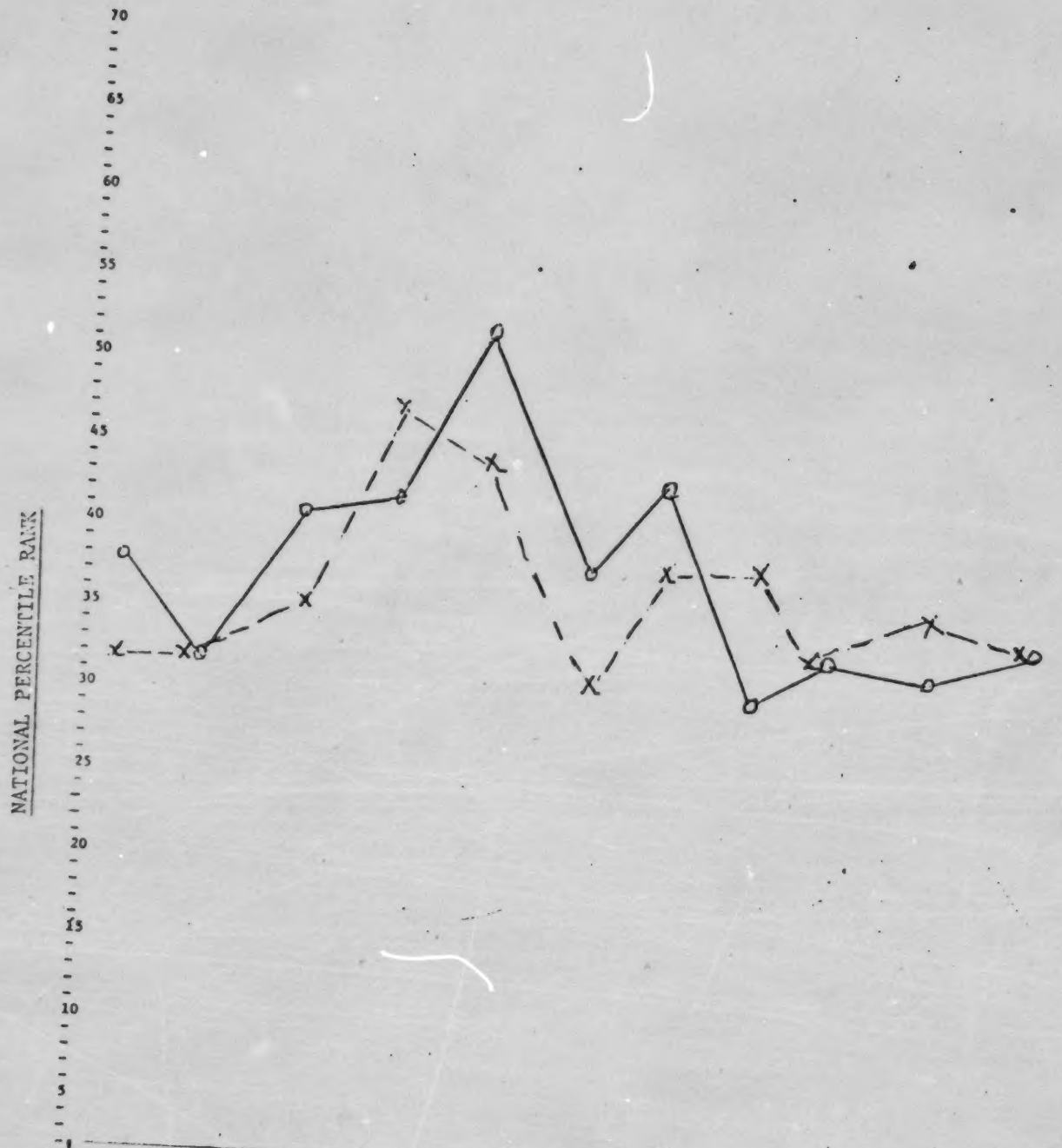
National Percentile Ranks
Iowa Tests of Basic Skills - Grade 3
Total District 2 compared with Follow Through District 2.



	Voc.	Read.	Spell.	Cap.	Punc.	Usage	Tot. Lang.	Arith. Conc.	Arith. Prob.	Tot. Arith.	Composite
ODist. 3	35	32.	35	39	49	35	38	30	36	32	34
XFT-Dist. 3	28	23	26	30	32	26	25	23	33	28	23

Figure - 25

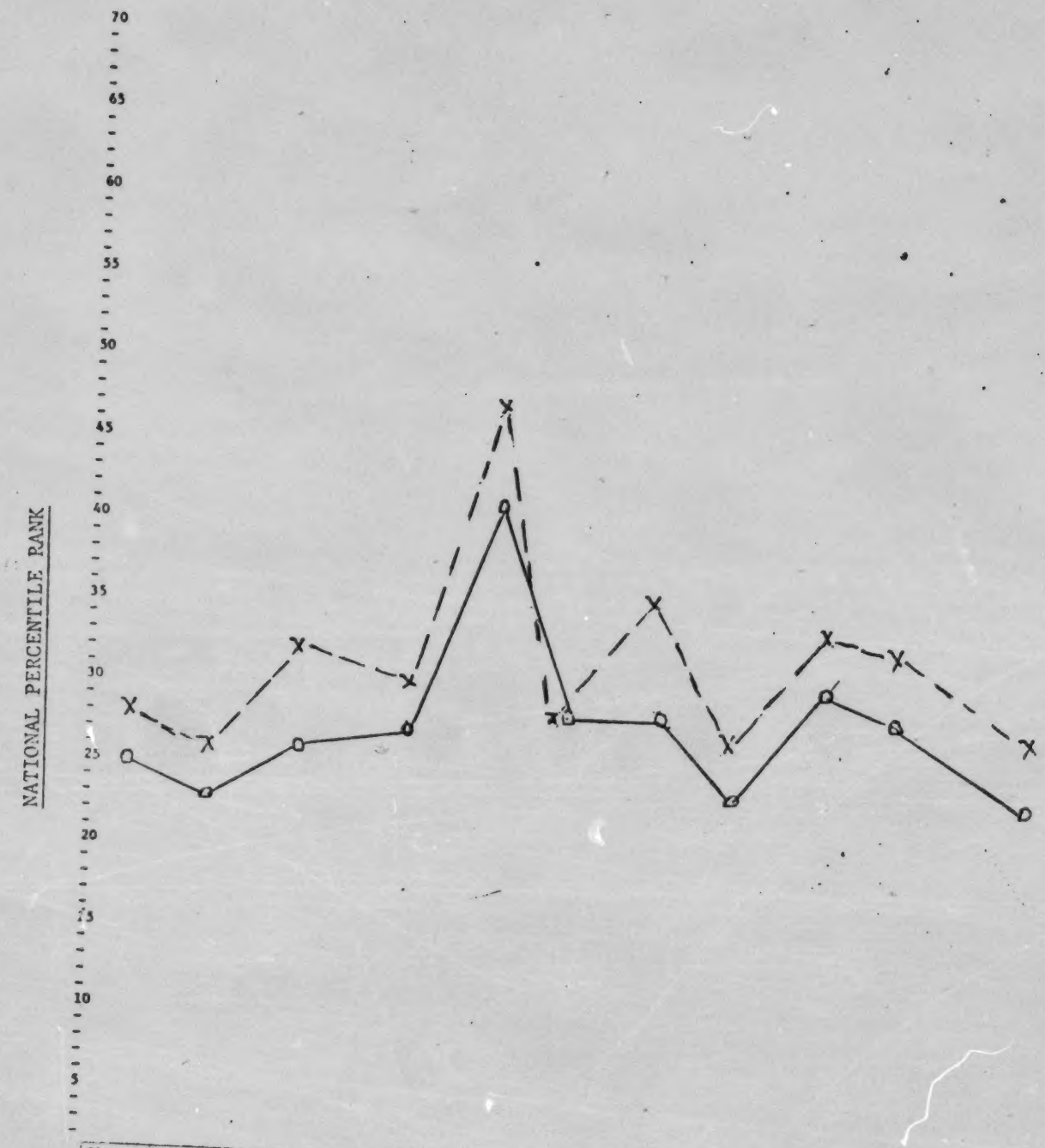
National Percentile Ranks
Iowa Tests of Basic Skills - Grade 3
Total District 3 compared with Follow Through District 3.



	Voc.	Read.	Spell.	Cap.	Punc.	Usage	Tot. Lang.	Arith. Conc.	Arith. Prob.	Tot. Arith.	Composite
O Dist. 4	38	32	41	42	52	38	43	30	33	32	34
X FT-Dist. 4	32	32	35	47	44	31	38	38	33	35	34

Figure - 26

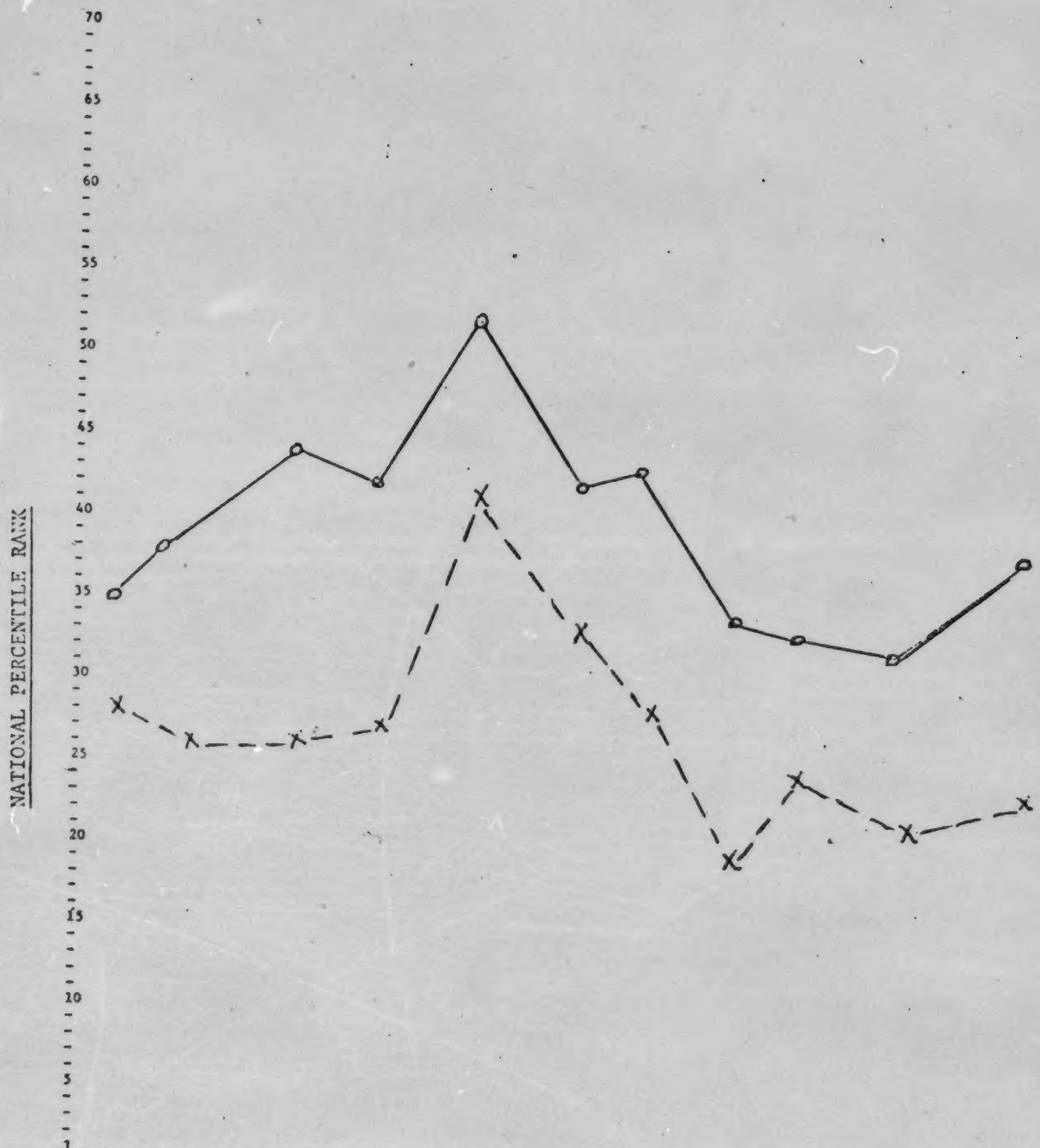
National Percentile Ranks
Iowa Tests of Basic Skills - Grade 3
Total District 4 compared with Follow Through District 4.



	Voc.	Read.	Spell.	Cap.	Punc.	Usage	Tot. Lang.	Arith. Conc.	Arith. Prob.	Tot. Arith.	Composite
O Dist. 5	25	23.	26	27	41	28	28	23	30	28	23
X FT-Dist. 5	28	26	32	30	47	28	35	27	33	32	27

Figure - 27

National Percentile Ranks
Iowa Tests of Basic Skills - Grade 3
Total District 5 compared with Follow Through District 5.



	Voc.	Read.	Spell.	Cap.	Punc.	Usage	Tot. Lang.	Arith. Conc.	Arith. Prob.	Tot. Arith.	Composite
O Dist. 6	35	38	44	42	52	42	43	34	33	32	38
X FT-Dist. 6	28	26	26	27	41	33	28	19	24	21	23

Figure - 28

National Percentile Ranks
Iowa Tests of Basic Skills - Grade 3
Total District 6 compared with Follow Through District 6.

District 5 Follow Through is higher than District 5 in Word Knowledge, Reading, and Total Reading, and equals it in Total Mathematics. District 6 Follow Through equals the district in Reading and Total Mathematics.

Second Grade (MAT-II) comparisons are as follows:

The total program is below the city in all areas and Districts 1, 3, and 6 Follow Through are below their districts in all areas. District 2 Follow Through scores higher than its district in all the Mathematics areas. District 4 Follow Through ties its district in only one area, Mathematics Problem Solving, and District 5 Follow Through ties its district in Mathematics Concepts, Problem Solving, and Total Mathematics.

Before commenting on Third Grade performance, note should be taken of the fact that two of the 18 Follow Through Schools in the City (Elverson, Bank Street, District 5 and Pratt-Arnold, Behavior Analysis, District 4) began the program a year after the others and did not yet have a Third Grade Follow Through in Spring, 1972.

In the ThirdGrade (ITBS comparisons), the total program is below the city in all areas, and Districts 2, 3, and 6 Follow Through are below their districts in all areas. District 1 Follow Through is higher than its district in Punctuation, and ties it in Vocabulary, Capitalization, and on the Composite score. District 4 Follow Through is higher than the district in Capitalization, Arithmetic Concepts, and Total Arithmetic, and equals it in Reading, Arithmetic Problem Solving, and on the Composite Score. District 5 Follow Through scores higher than its district in every area except Usage, where it equals it.

B. Total City and District Performance in Comparison With Follow Through Program Performance in ITBS Areas, Spring, 1968-Spring, 1972.

This section is based on Tables 1-7 following. Again, total program is compared with city performance and Follow Through District groupings are compared with total district performance, only in this section the comparison framework is ITBS performance from Spring, 1968 through Spring, 1972, the latter the first year Follow Through pupils were in Third Grade and therefore the first time they were administered the ITBS.

In the total program-total city comparison, there doesn't seem to be any discernible trend indicating a significant impact on ITBS performance by the program. The only possible exception might be the Arithmetic Concepts area, but the trend upward seems to have started earlier in the program's schools, and the city increased its percentile rank simultaneously.

District 1 Follow Through schools seem to have shown an upward rise in 1972 in Vocabulary, Reading, Capitalization, Total Language, in the Arithmetic areas, and in the Composite score. District 2 Follow Through schools seem to have affected ITBS trends in the Arithmetic Concepts and Total Arithmetic areas. District 3 Follow Through schools seem to show an upward turn in 1972 in Vocabulary and in Arithmetic Concepts, Arithmetic Problem Solving, Total Arithmetic and Composite score areas, where the Follow Through upturn is not paralleled to that

Total Follow Through - Total City
Comparisons, 1968-1972:

Table 1. NATIONAL PERCENTILE RANKS
IOWA TESTS OF BASIC SKILLS - GRADE 3

REFERENCE GROUPS	SPRING TESTING 1968	1969	1970	1971	1972	ITBS SUBTESTS AND TOTALS
City	33	33	33	33	38	Vocabulary
Total Follow Through	30	30	22	28	28	
City	35	35	35	35	35	Reading
Total Follow Through	26	21	21	26	26	
City	39	38	38	38	41	Spelling
Total Follow Through	20	20	20	26	29	
City	42	42	42	42	42	Capitalization
Total Follow Through	24	24	24	30	24	
City	52	52	54	54	54	Punctuation
Total Follow Through	35	38	38	44	35	
City	40	40	40	40	40	Usage
Total Follow Through	26	26	26	31	28	
City	43	40	43	43	43	Total Language
Total Follow Through	22	25	25	31	28	
City	34	30	34	34	38	Arithmetic Concepts
Total Follow Through	13	13	16	19	23	
City	36	36	36	36	39	Arithmetic Problem Solving
Total Follow Through	22	19	24	27	27	
City	35	35	35	35	39	Total Arithmetic
Total Follow Through	18	14	21	25	25	
City	34	34	38	34	38	Composite
Total Follow Through	15	15	19	23	23	

District One Follow Through - Total District
Comparisons, 1968-1972:
NATIONAL PERCENTILE RANKS
IOWA TESTS OF BASIC SKILLS - GRADE 3

Table 2.

REFERENCE GROUPS	SPRING TESTING 1968	1969	1970	1971	1972	ITBS SUBTESTS AND TOTALS
City	33	33	33	33	38	
District 1	28	28	30	28	33	.Vocabulary
Follow Through-						
District 1	18	20	20	22	33	
City	35	35	35	35	35	
District 1	29	29	32	29	32	Reading
Follow Through-						
District 1	18	21	21	21	29	
City	39	38	38	38	41	
District 1	32	35	35	35	41	Spelling
Follow Through-						
District 1	20	23	26	20	35	
City	42	42	42	42	42	
District 1	36	36	39	36	39	Capitalization
Follow Through-						
District 1	19	24	24	27	39	
City	52	52	54	54	54	
District 1	47	47	52	47	49	Punctuation
Follow Through-						
District 1	26	41	41	38	42	
City	40	40	40	40	40	
District 1	35	35	38	35	35	Usage
Follow Through-						
District 1	21	33	26	28	31	
City	43	40	43	43	43	
District 1	38	38	40	38	40	Total
Follow Through-						Language
District 1	19	28	28	25	38	
City	34	30	34	34	38	
District 1	27	27	30	27	30	Arithmetic
Follow Through-						Concepts
District 1	13	16	23	16	27	
City	36	36	36	36	39	
District 1	30	30	33	30	33	Arithmetic
Follow Through-						Problem
District 1	22	22	27	24	30	Solving
City	35	35	35	35	39	
District 1	28	28	32	28	32	Total
Follow Through-						Arithmetic
District 1	14	18	25	21	28	
City	34	34	38	34	38	
District 1	30	30	34	27	30	Composite
Follow Through-						
District 1	12	19	19	19	30	

District Two Follow Through - Total District Comparisons, 1968-1972:

Table 3. NATIONAL PERCENTILE RANKS
IOWA TESTS OF BASIC SKILLS - GRADE 3

REFERENCE GROUPS	SPRING TESTING 1968	1969	1970	1971	1972	ITBS SUBTESTS AND TOTALS
City	33	33	33	33	38	
District 2 Follow Through-	25	25	28	30	30	Vocabulary
District 2	20	15	22	20	18	
City	35	35	35	35	35	
District 2 Follow Through-	26	26	26	29	29	Reading
District 2	21	16	23	16	16	
City	39	38	38	38	41	
District 2 Follow Through-	26	26	26	29	29	Spelling
District 2	23	14	18	14	18	
City	42	42	42	42	42	
District 2 Follow Through-	30	30	33	33	33	Capitalization
District 2	30	16	24	19	19	
City	52	52	54	54	54	
District 2 Follow Through-	44	44	44	47	47	Punctuation
District 2	44	26	35	26	32	
City	40	40	40	40	40	
District 2 Follow Through-	33	31	33	35	35	Usage
District 2	26	19	26	19	21	
City	43	40	43	43	43	
District 2 Follow Through-	31	31	31	35	35	Total Language
District 2	33	13	22	16	19	
City	34	30	34	34	38	
District 2 Follow Through-	23	19	23	27	27	Arithmetic Concepts
District 2	16	8	16	8	19	
City	36	36	36	36	39	
District 2 Follow Through-	30	27	30	33	33	Arithmetic Problem Solving
District 2	27	15	22	19	22	
City	35	35	35	35	39	
District 2 Follow Through-	28	25	25	28	28	Total Arithmetic
District 2	21	9	18	11	21	
City	34	34	38	34	38	
District 2 Follow Through-	27	27	27	27	30	Composite
District 2	19	9	19	9	12	

District Three Follow Through - Total District
Comparisons, 1968-1972:
NATIONAL PERCENTILE RANKS
IOWA TESTS OF BASIC SKILLS - GRADE 3

Table 4.

[illegible] GROUPS	SPRING TESTING 1968	1969	1970	1971	1972	ITBS SUBTESTS AND TOTALS
City [illegible] District 3	33	33	33	33	38	Vocabulary
Follow Through-	25	25	28	28	35	
District 3	20	15	15	15	28	
City [illegible] District 3	35	35	35	35	35	Reading
Follow Through-	26	26	29	26	32	
District 3	23	16	18	21	23	
City [illegible] District 3	39	38	38	38	41	Spelling
Follow Through-	29	26	29	29	35	
District 3	18	16	18	20	26	
City District 3	42	42	42	42	42	Capitalization
[illegible]llow Through-	30	33	33	33	39	
[illegible]istrict 3	24	14	21	21	30	
City [illegible]istrict 3	52	52	54	54	54	Punctuation
[illegible]llow Through-	44	44	47	44	49	
District 3	38	26	32	29	32	
City [illegible]istrict 3	40	40	40	40	40	Usage
Follow Through-	33	33	35	31	35	
District 3	24	21	21	24	26	
City [illegible]istrict 3	43	40	43	43	43	Total Language
Follow Through-	31	31	35	31	38	
[illegible]istrict 3	22	16	19	22	25	
City District 3	34	30	34	34	38	Arithmetic Concepts
Follow Through-	23	27	27	27	30	
[illegible]istrict 3	13	8	10	13	23	
City District 3	36	36	36	36	39	Arithmetic Problem Solving
[illegible]llow Through-	30	30	33	33	36	
[illegible]istrict 3	27	17	22	24	33	
City District 3	35	35	35	35	39	Total Arithmetic
[illegible]llow Through-	28	28	28	28	32	
[illegible]istrict 3	21	11	14	18	28	
City [illegible]istrict 3	34	34	38	34	38	Composite
[illegible]llow Through-	27	27	27	27	34	
District 3	19	9	12	12	23	

District Four Follow Through - Total District Comparisons, 1968-1972:

Table 5. NATIONAL PERCENTILE RANKS
IOWA TESTS OF BASIC SKILLS - GRADE 3

REFERENCE GROUPS	SPRING TESTING 1968	1969	1970	1971	1972	ITBS SUBTESTS AND TOTALS
City	33	33	33	33	38	Vocabulary
District 4	28	30	33	30	38	
Follow Through-District 4	-	28	25	38	32	
City	35	35	35	35	35	Reading
District 4	29	32	32	29	32	
Follow Through-DISTRICT 4	-	35	18	44	32	
City	39	38	38	38	41	Spelling
District 4	29	32	32	29	32	
Follow Through-District 4	-	32	18	44	35	
City	42	42	42	42	42	Capitalization
District 4	36	39	39	36	42	
Follow Through-District 4	-	33	21	44	47	
City	52	52	54	54	54	Punctuation
District 4	47	49	49	49	52	
Follow Through-District 4	-	35	29	49	44	
City	40	40	40	40	40	Usage
District 4	38	38	38	35	38	
Follow Through-District 4	-	38	26	35	31	
City	43	40	43	43	43	Total Language
District 4	38	40	38	38	43	
Follow Through-District 4	-	35	19	42	38	
City	34	30	34	34	38	Arithmetic Concepts
District 4	27	27	27	27	30	
Follow Through-District 4	-	19	6	38	38	
City	36	36	36	36	39	Arithmetic Problem Solving
District 4	30	30	33	30	33	
Follow Through-District 4	-	24	22	36	33	
City	35	35	35	35	39	Total Arithmetic
District 4	28	28	32	28	32	
Follow Through-District 4	-	21	11	47	35	
City	34	34	38	34	38	Composite
District 4	30	30	34	30	34	
Follow Through-District 4	-	27	15	41	34	

District Five Follow Through - Total District Comparisons, 1968-1972:

Table 6. NATIONAL PERCENTILE RANKS
IOWA TESTS OF BASIC SKILLS - GRADE 3

REFERENCE GROUPS	SPRING TESTING 1968	1969	1970	1971	1972	ITBS SUBTESTS AND TOTALS
City	33	33	33	33	38	
District 5	20	20	25	25	25	Vocabulary
Follow Through-District 5	20	20	25	28	28	
City	35	35	35	35	35	
District 5	23	21	21	23	23	Reading
Follow Through-District 5	18	21	21	26	23	
City	39	38	38	38	41	
District 5	23	21	21	23	23	Spelling
Follow Through-District 5	20	20	18	20	26	
City	42	42	42	42	42	
District 5	24	24	27	27	27	Capitalization
Follow Through-District 5	21	27	24	27	33	
City	52	52	54	54	54	
District 5	38	32	41	44	41	Punctuation
Follow Through-District 5	32	41	38	47	49	
City	40	40	40	40	40	
District 5	26	26	28	28	28	Usage
Follow Through-District 5	24	26	27	31	28	
City	43	40	43	43	43	
District 5	25	25	28	28	28	Total Language
Follow Through-District 5	22	25	28	28	31	
City	34	30	34	34	38	
District 5	16	16	19	23	23	Arithmetic Concepts
Follow Through-District 5	13	13	19	23	23	
City	36	36	36	36	39	
District 5	24	24	27	30	30	Arithmetic Problem Solving
Follow Through-District 5	22	19	30	27	33	
City	35	35	35	35	39	
District 5	21	18	21	25	28	Total Arithmetic
Follow Through-District 5	18	14	25	25	28	
City	34	34	38	34	38	
District 5	19	19	23	23	23	Composite
Follow Through-District 5	15	15	19	23	23	

District Six Follow Through - Total District Comparisons, 1968-1972:

Table 7. NATIONAL PERCENTILE RANKS
IOWA TESTS OF BASIC SKILLS - GRADE 3

REFERENCE GROUPS	SPRING TESTING 1968	1969	1970	1971	1972	ITBS SUBTESTS AND TOTALS
City	33	33	33	33	38	Vocabulary
District 6	35	33	33	35	35	
Follow Through-						
District 6	20	22	22	33	28	
City	35	35	35	35	35	Reading
District 6	38	35	35	35	38	
Follow Through-						
District 6	21	21	21	32	26	
City	39	38	38	38	41	Spelling
District 6	44	41	38	41	44	
Follow Through-						
District 6	23	26	23	35	26	
City	42	42	42	42	42	Capitalization
District 6	44	42	42	42	42	
Follow Through-						
District 6	24	27	27	36	27	
City	52	52	54	54	54	Punctuation
District 6	57	54	52	54	52	
Follow Through-						
District 6	35	41	41	52	41	
City	40	40	40	40	40	Usage
District 6	47	45	42	42	42	
Follow Through-						
District 6	31	28	28	40	33	
City	43	40	43	43	43	Total Language
District 6	49	46	43	43	43	
Follow Through-						
District 6	25	28	28	40	28	
City	34	30	34	34	38	Arithmetic Concepts
District 6	38	34	30	30	34	
Follow Through-						
District 6	16	16	16	23	19	
City	36	36	36	36	39	Arithmetic Problem Solving
District 6	39	36	36	36	33	
Follow Through-						
District 6	24	22	22	30	24	
City	35	35	35	35	39	Total Arithmetic
District 6	39	35	32	35	32	
Follow Through-						
District 6	18	18	18	28	21	
City	34	34	38	34	38	Composite
District 6	41	38	38	38	38	
Follow Through-						
District 6	19	19	19	30	23	

extent by a district shift upward. The District 4 Follow Through schools seem to remain at the point of the upward percentile movement that apparently characterized these schools in 1971. The District 5 Follow Through schools seem to have had a turn upward in 1972 only in the Spelling and Capitalization areas, and possibly in Arithmetic Problem Solving. Among the District 6 Follow Through groupings there seem to be definite downward terms in 1972 in comparison with a fairly high peak the previous year.

C. Total Program "Self-Comparison" on ITBS Trend Lines, Spring, 1968-Spring, 1972.

This section is in many respects simply a variation on the data in the prior section. However, the emphasis here will be on ITBS trends, 1968-72 as they are exhibited when the schools are organized into their more natural groupings. Graphs of these data for each Model, and total Program graphs, as well as graphs for Districts 2, 4, and 5 Follow Through groupings (Districts 1, 3, and 6 Follow Through are identical with Models) appear in the following order in Appendix A: Total Program, Figures 1-11; Bank Street, 12-22; Behavior Analysis, 23-33; Bilingual, 34-44; EDC, 45-55; Florida Parent, 56-66; Parent Implemented, 67-77; Philadelphia Process, 78-88; District 2 Follow Through, 89-99; District 4 Follow Through, 100-110; District 5 Follow Through, 111-121.

Comment will be limited to Model trends in each area of the ITBS and will be based on the following Table (8) which indicates in crude fashion areas where a seemingly discernible upward turn in 1972 contrasts

Table 8. ITBS Areas Showing 1972 Upward Turn in National Percentile Rank in Comparison With Trend Line for Previous Years Since 1968 For Each Follow Through Model. ("72" entry indicates clearly discernible upward turn, "72" in parentheses indicates what may be simply a continuation of an earlier upward movement.)

FOLLOW THROUGH MODELS	ITBS AREAS										
	Vocab-ulary	Reading	Spelling	Capital-ization	Punctu-ation	Usage	Total Language	Arith. Concepts	Arith. Problem Solving	Total Arithmetic	Composite
Bank Street			72								
Behavior Analysis	(72)			(72)				72	(72)	(72)	
Bilingual											
EDC											
Florida Parent	72	(72)	72	72	72	(72)	(72)	72	72	72	72
Parent Implemented	(72)		72	72	72	(72)	72	72		72	(72)
Philadelphia Process	72	72	72	72	72	(72)	72	72	72	72	72

with previous trends. It should be emphasized that these brief comments are made by way of very tentative speculation.

The Florida Parent, Parent Implemented, and Philadelphia Process Models seem to indicate that 1972 made a difference in comparison with previous years in the ITBS, which seems to suggest an impact for Follow Through, though, of course, the seeming trend would have to be verified in succeeding years. The Behavior Analysis trends also seem upward in certain areas, but this has to be qualified, as already noted earlier, by what seems to have been an immediately preceding pre-Follow Through upswing in 1971. With the exception of the lone turn upward in Spelling in 1972 in the Bank Street Model, Bank Street, Bilingual, and EDC seem not to register any trend changes in 1972.

In comparison with model and total program performance on the ITBS in Third Grade, performance on the Stanford Achievement Test - Primary II in Second Grade (Follow Through Evaluation Staff, February 1972) seems to have been better for the total program and for the Bank Street and Bilingual Models. All suggested differences of this kind can only be adequately investigated, however, when data from the same tests can be secured for a number of successive years.

D. Intra-Program Model Comparisons in All Test Areas, Spring, 1973.

In Tables 10-16 are presented successively the rankings of each model in each test area, then rankings by the sum of ranks across subtests,

following the order of (1) SESAT, (2) MAT-I, (3) MAT-II, (4) ITBS. Table 17 ranks the models by the sum of ranks across all test areas.

Top ranks among models across the SESAT are held by EDC and Philadelphia Process; last rank, by the Bilingual Model.

In First Grade (MAT-I), the highest ranks among models are held by the Behavior Analysis and Philadelphia Process Models; the lowest rank, by the Florida Parent Model.

Second Grade (MAT-II) Model ranks have the Behavior Analysis and Parent Implemented Models in the top two ranks, while the Bank Street Model ranks last.

On ITBS (Third Grade) ranks, the highest ranking Models are the Parent Implemented and Philadelphia Process; the lowest ranking Model is the Bilingual.

Models, based on rankings on the sum of ranks across all tests, according to the major areas of each test, seem to be ordered as follows (Table 17):

(1) Behavior Analysis

(2) Philadelphia Process

(3) Parent Implemented

(4) EDC

(5) Florida Parent

(6) Bank Street

(7) Bilingual

These are almost the exact rankings among Models resulting from the quasi-longitudinal views to be presented in Part II, below, for all pupils. (Though exactly the same test areas were not involved in summing across the MAT-II and the ITBS, there is little difference in the areas selected.)

Table 9. Kindergarten - Rankings of Follow Through Models on Raw Score Averages in Subtests of the Stanford Early School Achievement Test (SESAT), Spring, 1972. (1 = highest, etc.)

Models	SESAT SUBTESTS							
	Environment		Mathematics		Letters and Sounds		Aural Comprehension	
	Rank	Average Score	Rank	Average Score	Rank	Average Score	Rank	Average Score
Bank Street	6.5	27	7	16	6	17	5	17
Behavior Analysis	4.5	28	5	17	2.5	19	5	17
Bilingual	6.5	27	5	17	7	14	7	16
EDC	1	31	1.5	19	2.5	19	1	19
Florida Parent	3	29	5	17	4.5	18	5	17
Parent Implemented	4.5	28	1.5	19	4.5	18	2.5	18
Phila. Process	2	30	3	18	1	20	2.5	18

Table 10. Kindergarten - Rankings of Follow Through Models on Raw Score Averages on the Total Score and Sum of Subtest Ranks of the Stanford Early School Achievement Test (SESAT), Spring, 1972. (1 = highest, etc.)

	SESAT			
	Total Score		Sum of Subtests Ranks	
Models	Rank	Average	Rank	Sum of Ranks
Bank Street	6	78	6	24.5
Behavior Analysis	4	82	4	17
Bilingual	7	73	7	25.5
DC	1	88	1	6
Florida Parent	5	81	5	17.5
Parent Implemented	3	83	3	13
Tucila. Process	2	87	2	8.5

TABLE 11. First Grade - Rankings of Follow Through Models on Standard Score Averages in Subtests and Total Scores of the Metropolitan Achievement Test - Primary I (MAT-I), Spring, 1972
(1 = highest, etc.)

MODELS	METRO I									
	Word Knowledge		Word Analysis		Reading		Total Reading		Total Math	
	Rank	Average Score	Rank	Average Score	Rank	Average Score	Rank	Average Score	Rank	Average Score
Bank Street	4.5	35	3.5	33	5	36	4	35	5	36
Behavior Analysis	1	41	1	39	1	39	1	39	1	43
Bilingual	2.5	36	6.5	32	2.5	37	2.5	36	2.5	39
EDC	6	34	6.5	32	5	36	6	34	2.5	39
Florida Parent	4.5	35	3.5	33	7	35	6	34	7	29
Parent Implemented	7	33	3.5	33	5	36	6	34	4	37
Philadelphia Process	2.5	36	2	36	2.5	37	2.5	36	6	35

TABLE 12 First Grade - Rankings of Follow Through Models on Sum of Ranks Across Test Areas (Excluding Total Reading) of the Metropolitan Achievement Test - Primary I (MAT-I), Spring, 1972 (1 = highest, etc.)

	MAT-I - TEST AREAS (Except Total Reading)	
MODELS	RANK	SUM OF RANKS
Bank Street	4	18
Behavior Analysis	1	4
Bilingual	3	14
EDC	6	20
Florida Parent	7	22
Parent Implemented	5	19.5
Philadelphia Process	2	13

TABLE 13 Second Grade - Rankings of Follow Through Models on Standard Score Averages in Subtests and Total Scores of the Metropolitan Achievement Test - Primary II (MAT-II), Spring, 1972. (1 = highest, etc.)

Models	MAT - II																	
	Word Knowledge		Word Analysis		Reading		Total Reading		Spelling		Math Computation		Math Concepts		Math Problems		Total Math	
	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score
Bank Street	5	47	4	42	7	43	6.5	44	4	49	7	44	7	47	7	49	7	49
Behavior Analysis	1.5	49	1.5	44	1	49	1.5	47	2	53	1	51	3.5	51	1.5	53	2	53
Bilingual	6	46	7	40	4	45	4	45	6.5	46	5	46	2	53	3	52	3	52
EDC	3.5	48	5.5	41	4	45	4	45	5	48	5	46	3.5	51	4	51	4	51
Florida Parent	7	44	5.5	41	4	45	6.5	44	6.5	46	5	46	5	49	5.5	50	5.5	50
Parent Implemented	3.5	48	3	43	6	44	4	45	3	51	2	50	1	54	1.5	53	1	55
Philadelphia Process	1.5	49	1.5	44	2	47	1.5	47	1	54	3	47	6	48	5.5	50	5.5	50

TABLE 14 Second Grade - Rankings of Follow Through Models on Sum of Ranks Across Test Areas (Excluding Total Reading and Total Math) of the Metropolitan Achievement Test - Primary II (MAT-II), Spring, 1972. (1 = highest, etc.)

MODELS	MAT - II - TEST AREAS (Except Total Reading & Total Math)	
	RANK	SUM OF RANKS
Bank Street	7	41
Behavior Analysis	1	12
Bilingual	5	33.5
EDC	4	30.5
Florida Parent	6	38.5
Parent Implemented	2	20
Philadelphia Process	3	20.5

TABLE 15. Third Grade - Rankings of Follow Through Models on Grade Equivalent Averages in Subtests and Total Scores of the Iowa Tests of Basic Skills (ITBS), Spring, 1972. (1 = highest, etc.)

	IOWA TESTS OF BASIC SKILLS (ITBS)											
	Vocabulary		Reading		Arithmetic Concepts		Arithmetic Problems		Total Arithmetic		Composite	
MODELS	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score
Bank Street	6	26	6.5	26	5.5	29	6	29	5.5	29	6	28
Behavior Analysis	2.5	31	3.5	29	1	35	3.5	31	2	33	2.5	31
Bilingual	7	24	6.5	26	7	27	6	29	7	28	7	26
EDC	4.5	29	4	29	5.5	29	6	29	5.5	29	4.5	29
Florida Parent	4.5	29	5	28	4	30	2	32	3.5	31	4.5	29
Parent Implemented	1	33	1	34	2	33	1	35	1	34	1	34
Philadelphia Process	2.5	31	2	30	3	31	3.5	31	3.5	31	2.5	31

Table 15A. Third Grade - Rankings of Follow Through Models on Grade Equivalent Averages in Subtests and Total Scores of the Iowa Tests of Basic Skills (ITBS), Spring, 1972. (1 = highest, etc.)

	IOWA TESTS OF BASIC SKILLS (ITBS)									
	Spelling		Capitalization		Punctuation		Usage		Total Language	
MODELS	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score	Rank	Avg. Score
Bank Street	4	31	6	28	5	33	3.5	29	4.5	30
Bahavior Analysis	2.5	32	2	33	3	35	5	28	3	32
Bilingual	7	23	7	25	6	32	7	24	7	26
EDC	5.5	29	5	29	4	34	2	30	4.5	30
Florida Parent	5.5	29	4	30	7	31	6	27	6	29
Parent Implemented	1	34	2	33	2	36	1	32	1	34
Philadelphia Process	2.5	32	2	33	1	38	3.5	29	2	33

TABLE 16 Third Grade - Rankings of Follow Through Models on on Sum of Ranks Across Test Areas (Excluding Total Language, Total Arithmetic anc Composite) of the Iowa Tests of Basic Skills (ITBS), Spring, 1972. (1 = highest, etc.)

	IOWA TESTS OF BASIC SKILLS (Excluding: Total Language, Total Arithmetic and Composite)	
MODELS	RANK	SUM OF RANKS
Bank Street	6	42.5
Behavior Analysis	3	23
Bilingual	7	53.5
EDC	4	36.5
Florida Parent	5	38
Parent Implemented	1	11
Philadelphia Process	2	20

Table 17. Follow Through Models Ranked by Sum of Ranks Across SESAT, MAT-I, MAT-II, and ITBS Areas (1=highest, etc.)

Models	Sum of Ranks	Rank
Bank Street	126	6
Behavior Analysis	56	1
Bilingual	126.5	7
EDC	93	4
Florida Parent	116	5
Parent Implemented	63.5	3
Philadelphia Process	62	2

PART II. ACHIEVEMENT CHARACTERISTICS OF FOLLOW THROUGH PUPILS ON PHILADELPHIA CITY-WIDE TESTS, SPRING, 1972 - A QUASI-LONGITUDINAL VIEW

This is a quasi-longitudinal view, because reference is not being made to longitudinal test data, which is yet to be accumulated on city-wide tests in the Follow Through Program, but rather to the fact that the test data are analyzed in terms of groupings of individually tracked pupils, thus allowing test performance to be related to varying lengths of exposure in the program. Part II consists of two sections, the first providing total program and model performance, with intra-program, model comparisons of Follow Through pupils grouped by "appropriate" exposure categories. The second section briefly relates this type of performance to total city and district reference norms.

A. Total Program and Model Performance, with Model Comparisons of Follow Through Pupils Grouped by Appropriate Exposure Categories - All Test Areas, Spring, 1972

The data described in this part are derived from relating individual pupil continuance data (Follow Through Evaluation Staff, October, 1972) to individual city-wide test scores from Spring, 1972. 5356 (All) pupils coded for program continuance characteristics (1666 of whom had Head Start or equivalent experience: HS) were able to be matched with test scores. Detailed data tables are found in Appendix B, For each test area of each test administered city-wide in Spring, 1972, are reported the number of pupils, mean score achieved, and corresponding National pupil percentile ranks for each possible year

of exposure in the program. Tables 1-30 report the results for the total (ALL) groups; Tables 31-60, for the (HS) groups.

Tables 28-37 in the text are summaries of Appendix B data, and will serve as the basis for the following discussion. Tables 28, 30,32 and 34 refer respectively, for the total group of pupils (ALL), to performance in SESAT areas, MAT-I areas, MAT-II areas, and major ITBS areas. National percentile ranks corresponding to average scores for each model and the total program are presented according to the most appropriate number of years of exposure for each grade, i.e., one year for Kindergarten, two years for First Grade, three years for Second Grade, and four years for Third Grade. Models are ranked in each according to the percentiles. Table 36 summarizes the previous tables by summing ranks (1) across SESAT, (2) across MAT-I, (3) across MAT-II, (4) across ITBS, and (5) across tests, ranking the models on each sum of ranks. Tables 29,31,33,35, and 37 present information in identical form for the HS group.

For the total group (ALL) total program average performance on the SESAT (kindergarten) is highest (54th percentile) in Letters and Sounds, next highest in Mathematics (38th percentile), and lowest in Environment (23rd percentile). The HS group is identical in performance over the total program.

In First Grade (MAT-I) areas, the total group over the total program is highest in Total Mathematics (46th percentile), next highest in Reading (44th percentile) and lowest in Word Analysis (34th percentile). Again HS group percentiles are identical.

Table 18. Kindergarten (ALL), Test: SESAT - Follow Through Model Rankings (R; 1=highest, etc.) on National Pupil Percentile Ranks Corresponding to Mean Raw Score Achieved After One Year of Exposure in Model on SESAT Test Areas.

	Environment		Mathematics		Letters and Sounds		Aural Comprehension		Total	
	%ile	R	%ile	R	%ile	R	%ile	R	%ile	R
Bank Street	16	6.5	26	7	42	6	28	5.5	26	6
Behavior Analysis	20	4.5	38	3.5	58	1.5	28	5.5	32	4.5
Bilingual	20	4.5	32	5.5	32	7	22	7	23	7
EDC	30	1	44	1.5	54	3.5	42	1	42	1
Florida Parent	23	3	32	5.5	54	3.5	34	3	34	3
Parent Implemented	16	6.5	44	1.5	48	5	34	3	32	4.5
Philadelphia Process	26	2	38	3.5	58	1.5	34	3	40	2
TOTAL PROGRAM	23		38		54		34		34	

Table 19. Kindergarten (HS), Test: SESAT - Follow Through Model Rankings (R; 1=highest, etc.) on National Pupil Percentile Ranks Corresponding to Mean Raw Score Achieved After One Year of Exposure in Model on SESAT Test Areas.

	Environment		Mathematics		Letters and Sounds		Aural Comprehension		Total	
	%ile	R	%ile	R	%ile	R	%ile	R	%ile	R
Bank Street	16	7	22	7	48	6	28	6	28	6.5
Behavior Analysis	20	5.5	38	4.5	58	2.5	28	6	32	5
Bilingual	23	4	38	4.5	32	7	28	6	28	6.5
EDC	36	1	44	2	58	2.5	42	2	42	1
Florida Parent	26	2.5	38	4.5	54	4.5	34	4	36	4
Parent Implemented	20	5.5	50	1	54	4.5	42	2	38	3
Philadelphia Process	26	2.5	38	4.5	62	1	42	2	40	2
TOTAL PROGRAM	23		38		54		34		34	

Table 20. First Grade (ALL), Test: MAT-I - Follow Through Model Rankings (R; 1=highest, etc.) on National Pupil Percentile Ranks Corresponding to Standard Score Achieved After Two Years of Exposure in Model on MAT-I Test Areas.

	Word Knowledge		Word Analysis		Reading		Total Reading		Total Mathematics	
	%ile	R	%ile	R	%ile	R	%ile	R	%ile	R
Bank Street	36	4	24	6	38	4	36	4	36	5.5
Behavior Analysis	58	1	64	1	56	1	56	1	56	1
Bilingual	44	2	28	4	44	3	42	2	48	2
EDC	28	6.5	18	7	36	5.5	30	6	40	3
Florida Parent	32	5	28	4	34	7	30	6	36	5.5
Parent Implemented	28	6.5	28	4	36	5.5	30	6	36	5.5
Philadelphia Process	38	3	46	2	48	2	40	3	36	5.5
TOTAL PROGRAM	42		34		44		40		46	

Table 21. First Grade (HS), Test: MAT-I - Follow Through Model Rankings (R; 1=highest, etc.) on National Pupil Percentile Ranks Corresponding to Standard Score Achieved After Two Years of Exposure in Model on MAT-I Test Areas.

	Word Knowledge		Word Analysis		Reading		Total Reading		Total Mathematics	
	%ile	R	%ile	R	%ile	R	%ile	R	%ile	R
Bank Street	32	5.5	28	6	36	5.5	32	5.5	32	7
Behavior Analysis	66	1.5	68	1	56	1	60	1	58	1
Bilingual	66	1.5	40	3	52	2.5	56	2	52	2
EDC	28	7	18	7	36	5.5	30	7	40	3.5
Florida Parent	42	3.5	34	4.5	34	8	32	5.5	40	3.5
Parent Implemented	32	5.5	34	4.5	44	4	36	4	36	5.5
Philadelphia Process	42	3.5	46	2	52	2.5	42	3	36	5.5
TOTAL PROGRAM	42		34		44		40		46	

Table 22. Second Grade (ALL), Test: MAT-II - Follow Through Model Rankings (R; 1=highest, etc.) on National Pupil Percentile Ranks Corresponding to Standard Score Achieved After Three Years of Exposure in Selected MAT-II Test Areas.

	Word Knowledge %ile	R	Reading %ile	R	Total Reading %ile	R	Mathematics Computation %ile	R	Total Mathematics %ile	R
Bank Street	20	4	20	6.5	16	5.5	14	6.5	14	7
Behavior Analysis	26	2	26	2	28	2	46	1	38	2
Bilingual	16	5.5	23	3	20	3.5	18	5	28	3
EDC	16	5.5	20	6.5	16	5.5	14	6.5	16	5.5
Florida Parent	11	7	22	4.5	14	7	20	4	16	5.5
Parent Implemented	22	3	22	4.5	20	3.5	36	2	44	1
Philadelphia Process	32	1	32	1	34	1	26	3	20	4
TOTAL PROGRAM	20		23		20		22		24	

Table 23. Second Grade (HS), Test: MAT-II - Follow Through Model Rankings (R; 1=highest, etc.) on National Pupil Percentile Ranks Corresponding to Standard Score Achieved After Three Years of Exposure in Selected MAT-II Test Areas.

	Word Knowledge		Reading		Total Reading		Mathematics Computation		Total Mathematics	
	%ile	R	%ile	R	%ile	R	%ile	R	%ile	R
Bank Street	20	3	22	5	16	5	14	6	20	6
Behavior Analysis	38	2	36	2	38	2	46	1	44	1
Bilingual	16	4.5	26	3.5	23	3	14	6	24	4.5
EDC	16	4.5	20	6	16	5	14	6	16	7
Florida Parent	12	6.5	26	3.5	16	5	26	3.5	24	4.5
Parent Implemented	12	6.5	18	7	11	7	26	3.5	28	2.5
Philadelphia Process	44	1	40	1	44	1	30	2	28	2.5
TOTAL PROGRAM	22		26		23		22		28	

Table 24. Third Grade (ALL), Test: ITBS - Follow Through Model Rankings (R; 1=highest, etc.) on National Pupil Percentile Ranks Corresponding to Grade Equivalent Score Achieved After Four Years of Exposure in Selected ITBS Test Areas.

	Vocabulary %ile	R	Reading %ile	R	Total Language %ile	R	Total Arithmetic %ile	R	Composite %ile	R
Bank Street	22	6	23	6	35	4	25	5.5	23	6
Behavior Analysis	35	2	35	2	40	2.5	39	1	34	3
Bilingual	15	7	18	7	13	7	14	7	9	7
EDC	30	4.5	29	4	31	5.5	25	5.5	27	4.5
Florida Parent	30	4.5	26	5	31	5.5	35	2.5	27	4.5
Parent Implemented	35	2	38	1	40	2.5	35	2.5	38	1.5
Philadelphia Process	35	2	32	3	43	1	32	4	38	1.5
TOTAL PROGRAM	30		29		35		28		27	

Table 25. Third Grade (HS), Test: ITBS - Follow Through Model Rankings (R; 1=highest, etc.) on National Pupil Percentile Ranks Corresponding to Grade Equivalent Score Achieved After Four Years of Exposure in Selected ITBS Test Areas.

	Vocabulary		Reading		Total Language		Total Arithmetic		Composite	
	%ile	R	%ile	R	%ile	R	%ile	R	%ile	R
Bank Street	22	6	23	4.5	38	4	35	3	27	4
Behavior Analysis	41	1.5	32	3	43	3	39	2	41	2.5
Bilingual	15	7	21	6.5	22	6.5	25	6	12	7
EDC	30	4	23	4.5	28	5	21	7	23	5.5
Florida Parent	25	5	21	6.5	22	6.5	32	4	23	5.5
Parent Implemented	41	1.5	44	1	49	1.5	47	1	45	1
Philadelphia Process	38	3	35	2	49	1.5	29	5	41	2.5
TOTAL PROGRAM	30		29		38		32		30	

Table 26. All Pupils: Model Rankings (R; 1= highest, etc.) on Sum of Ranks (SR), (1) Across SESAT Areas, (2) Across MAT-I Areas, (3) Across MAT-II Areas, (4) Across ITBS Areas, (5) Across Tests.

	Across SESAT		Across MAT-I		Across MAT-II		Across ITBS		Across TESTS	
	SR	R	SR	R	SR	R	SR	R	SR	R
Bank Street	31	6.5	23.5	4	29.5	6.5	27.5	6	111.5	7
Behavior Analysis	19.5	4	5	1	9	1	10.5	2	44	1
Bilingual	31	6.5	13	2	20	4	35	7	99	6
EDC	8	1	28	7	29.5	6.5	24	5	89.5	4
Florida Parent	18	3	27.5	5.5	28	5	22	4	95.5	5
Parent Implemented	20.5	5	27.5	5.5	14	3	9.5	1	71.5	3
Philadelphia Process	12	2	25.5	3	10	2	11.5	3	49	2

Table 27. All Pupils with HS: Model Rankings (R; 1=highest, etc.) On Sum of Ranks (SR), (1) Across SESAT Areas, (2) Across MAT-I Areas, (3) Across MAT-II Areas, (4) Across ITBS Areas, (5) Across Tests.

	Across SESAT		Across MAT-I		Across MAT-II		Across ITBS		Across TESTS	
	SR	R	SR	R	SR	R	SR	R	SR	R
Bank Street	32.5	7	29.5	6	25	5	21.5	4	108.5	7
Behavior Analysis	23.5	5	5.5	1	8	2	12	2	49	1
Bilingual	28	6	11	2	21.5	3	33	7	93.5	5
EDC	8.5	1	30	7	28.5	7	26	5	93	4
Florida Parent	19.5	4	24	5	23	4	27.5	6	94	6
Parent Implemented	16	3	23.5	4	26.5	6	6	1	72	3
Philadelphia Process	12	2	16.5	3	7.5	1	14	3	50	2

In major MAT-II areas (Second Grade) over the total program, the total group is highest in Total Mathematics (24th percentile), next highest in Reading (23rd percentile), and lowest in Word Knowledge and Total Reading (20th percentile). The HS group shows up slightly better in this grade, exceeding the "ALL" group by two to four percentile points in every area except Mathematics Computation.

Third Grade (ITBS) major areas over the total program reveal that the total group is highest in Total Language (35th percentile), next highest in Vocabulary (30th percentile), and lowest on the Composite score (27th percentile). The HS performance is identical in Vocabulary and Reading but three percentile points better in Total Language, four points higher in Total Arithmetic, and three percentile points above on the Composite score.

Model rankings on sum of ranks as displayed in Tables 36 and 37 are very much the same for the total (ALL) group and the HS group. In Kindergarten (SESAT), EDC seems to rank first, Philadelphia Process second, and Bank Street and Bilingual last. In the MAT-I (First Grade), Behavior Analysis has top ranking, followed by the Bilingual Model, and EDC ranks last. In the case of EDC performance, the smaller group with one year of exposure is considerably better in performance than the larger group with the "appropriate" two years of exposure.

MAT-II rankings on the selected areas show the Behavior Analysis Model at the top again, followed by the Philadelphia Process Model, and the Bank Street and EDC Models in last place. Again, EDC seems to have its highest impact in the lowest grade (Kindergarten) and then tends

to lessen as the child remains in the program - as is also the case here of the Florida Parent Model.

In Third Grade (major areas of the ITBS) the Parent Implemented Model ranks first, the Behavior Analysis Model second, and the Bilingual Model last. On this test, the Bank Street and Florida Parent Model (again) seem to exhibit higher performance in less years of exposure categories than the appropriate four years.

B. Total City and District Performance in Comparison with Follow Through Program Performance as a Function of Appropriate Exposure Categories-All Test Areas, Spring 1973

Complete total city (Philadelphia) performance details as well as the details on district performance within the city appeared in Part I. This section will only very briefly note the areas where total Follow Through Program or Model performance linked to appropriate years of exposure, according to the form of this "longitudinal aspect," is equal to or higher than the performance of the appropriate city or district reference group. The comparison will be limited to total city and Districts 1, 3, 4, and 6, where a single model represents the District (even though in the case of District 4, the model is not limited to the District).

In SESAT areas the total program (ALL and HS) equals city performance in Mathematics (38th percentile). The (ALL) Philadelphia Process Model group (sole Model in the District) scores higher than District 1 in every area except Aural Comprehension where performance is equal (34th percentile). The HS group in this Model is higher than the District in this area as well as in the other areas. The Behavior Analysis Model (only two out of three schools in the Model, but the single Model in the District) is higher than District 4 performance in Mathematics and Letters and Sounds for ALL and HS groups. In District 6, the (ALL) EDC Model (sole Model in District) is higher than the district in Mathematics, and

Comprehension (42nd percentile). The HS group is higher than the district in Environment and equals it in Letters and Sounds (58th percentile) in addition to equaling the ALL group in Mathematics and Aural Comprehension.

In MAT-I areas the total program (ALL and HS) is higher than the total city in Word Knowledge, Reading, and Total Mathematics, and shows equal performance (40th percentile) in Total Reading. The (ALL) Philadelphia Process Model is higher than District 1 performance in Reading and Total Reading and equals it in Word Knowledge (38th percentile) and Word Analysis (46th percentile). The HS group is above the district in Word Knowledge in addition to performing as well as the ALL group in the other areas. The Behavior Analysis Model (ALL and HS) equals District 4 performance in Reading (36th percentile).

In the major MAT-II areas, the total program (ALL and HS) is below city performance. The (ALL) Philadelphia Process Model is above District 1 performance in Mathematics Computation and equals it (32nd percentile) in Reading. The HS group in this Model is above the district in Reading, Total Reading, and Mathematics Computation, and equals it in Word Knowledge (44th percentile) and Total Mathematics (28th percentile). The HS group only in the Florida Parent Model (sole Model in District) equals District 3 performance in Reading (26th percentile) and Mathematics Computation (26th percentile). The Behavior Analysis Model (ALL) is above District 4 performance in Mathematics Computation and Total Mathematics. The HS group in this Model is above the district in Reading, Total Reading, Mathematics Computation, and Total Mathematics, and equals it in Word

Knowledge (38th percentile).

The total program (ALL and HS) is below city performance in all the major ITBS areas. The Philadelphia Process Model (ALL), however, is above District 1 performance in Vocabulary, Total Language, and the Composite score, and equals it in Reading (32nd percentile), and Total Arithmetic (32nd percentile). The HS group in this Model is above the district in Vocabulary, Reading, Total Language, and the Composite score, but does not equal it in Total Arithmetic. The Florida Parent Model (ALL) is above District 3 performance in Total Arithmetic only. The Model's HS group only equals District 3 in this area (32nd percentile). The Behavior Analysis Model (ALL), is higher than District 4 performance in Reading and Total Arithmetic and equals it on the Composite score. The Model's HS group is above the District in Vocabulary, Total Arithmetic and the Composite score, and equals it in Reading (32nd percentile) and Total Language (43rd percentile). The EDC Model (ALL and HS) is below District 6 performance in all areas.

In sum, although the total program on Spring 1972 data does not show up well against city performance after First Grade, up to that point it compares well, especially in First Grade (MAT-I). The Behavior Analysis Model and the Philadelphia Process Model seem to achieve higher scores than their respective districts.

SUMMARY AND CONCLUSIONS

Short summary statements have been included at the end of each of the two parts that make up this report on the Follow Through Program's effectiveness as measured by Spring 1972 City-Wide Test data; this statement is by way of brief reiteration.

The analysis in Part I, the cross-sectional view, revealed that the total program seems to be most effective (in comparison with the city) in the First Grade (MAT-I) areas of Total Mathematics and Reading. District Groupings of Follow Through Schools show, in a number of instances (in sections of all tests, but especially in a number of Kindergarten, SESAT, and First Grade, MAT-I areas), higher performance than their respective districts. District 1 groupings (equivalent to the Philadelphia Process Model) and District 4 groupings (solely Behavior Analysis Model schools, but only two of the three schools in this model) appear to show this difference in comparison with their districts more often than the other district groupings. It should be remembered, however, that these districts' groupings are homogeneous model-wise, in contrast to the District 2 and 5 groupings (not, however, in contrast to District 3 and 6 groupings). ITBS trend investigations seemed to produce results that are not at all clear in their import at this point. Model comparisons across major test areas again seem to produce signs of higher effectiveness on these test data for the Philadelphia Process and Behavior Analysis Models.

The quasi-longitudinal view produced results in a pattern similar to the cross-sectional view, but demonstrates still higher performance, and

seems, at this point at least, to provide some initial evidence for a positive continuance-achievement relationship in the program. This relationship seems especially strong, and most consistent, in the Philadelphia Process and Behavior Analysis Models.

Introductory statements to this report expressed the cautions that must be brought to these findings, and other qualifying statements have been made throughout. They are to be kept in mind in reading the following conclusion:

> There is fairly consistent evidence that the Philadelphia Process and Behavior Analysis Models are effective approaches to educational achievement as measured by these tests at this one point in time.

This is evidently not a bold statement, but a well-hedged one, as seems appropriate at this time. It does seem, however, a reasonably well-substantiated conclusion from this initial analysis of achievement.

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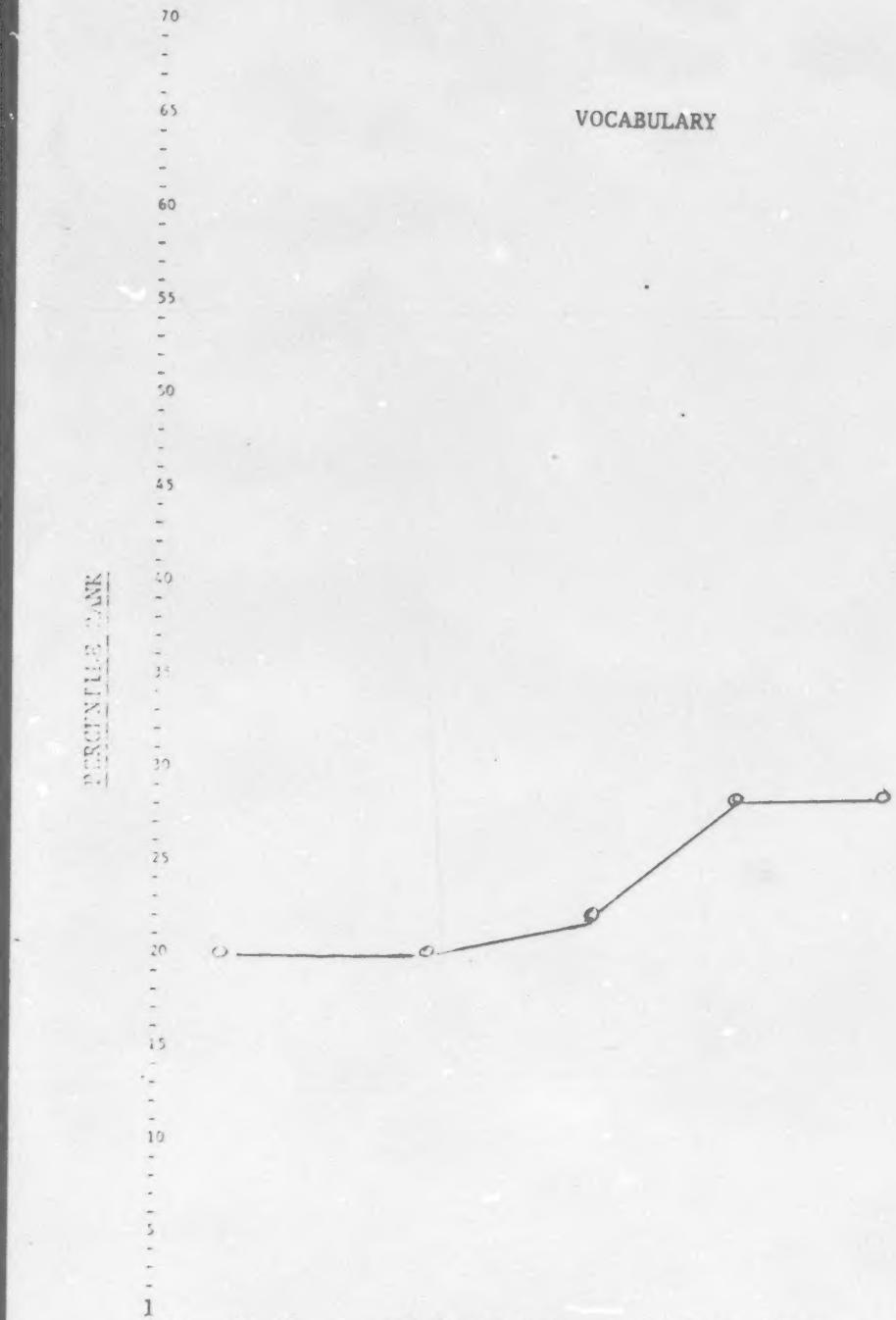
Follow Through Performance on Stanford Primary II, Spring 1971. Office of Research and Evaluation, School District of Philadelphia, February 1972.

Follow Through Evaluation Staff of The School District of Philadelphia

Continuance and Transience among Teachers and Pupils in the Follow Through Program in Philadelphia, 1968-1972. Report prepared for the Research Planning and Evaluation Section of the Follow Through Branch of the United States Office of Education. Report No. 7224, Office of Research and Evaluation, School District of Philadelphia, October 1972.

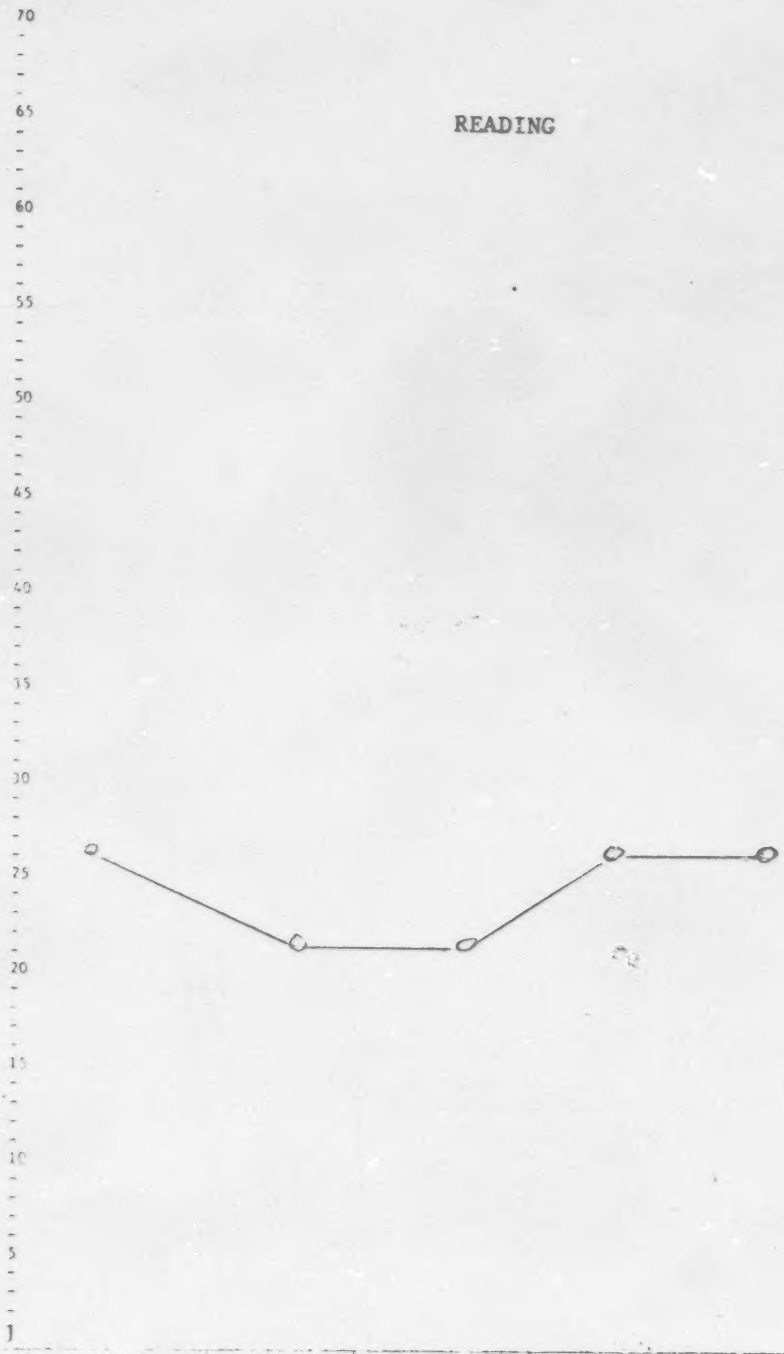
APPENDIX A

IOWA TESTS OF BASIC SKILLS
Trend Lines,
1968-1972, in Every
Test Area for Total,
Program and Models,
and Districts 2, 4, and 5
Groupings.



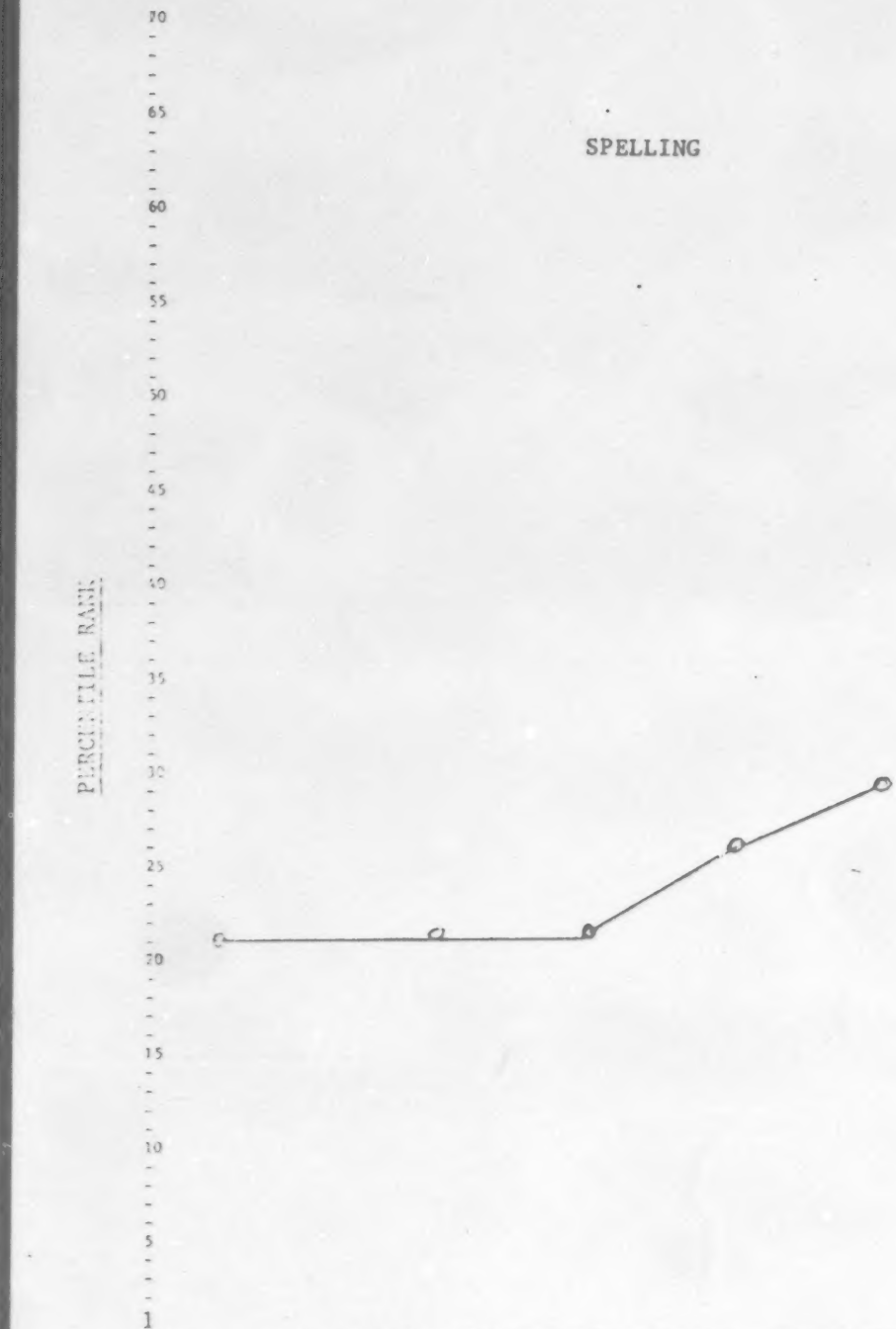
	1968	1969	1970	1971	1972
Total FT	20	20	22	28	28

Figure - 1 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total Follow Through



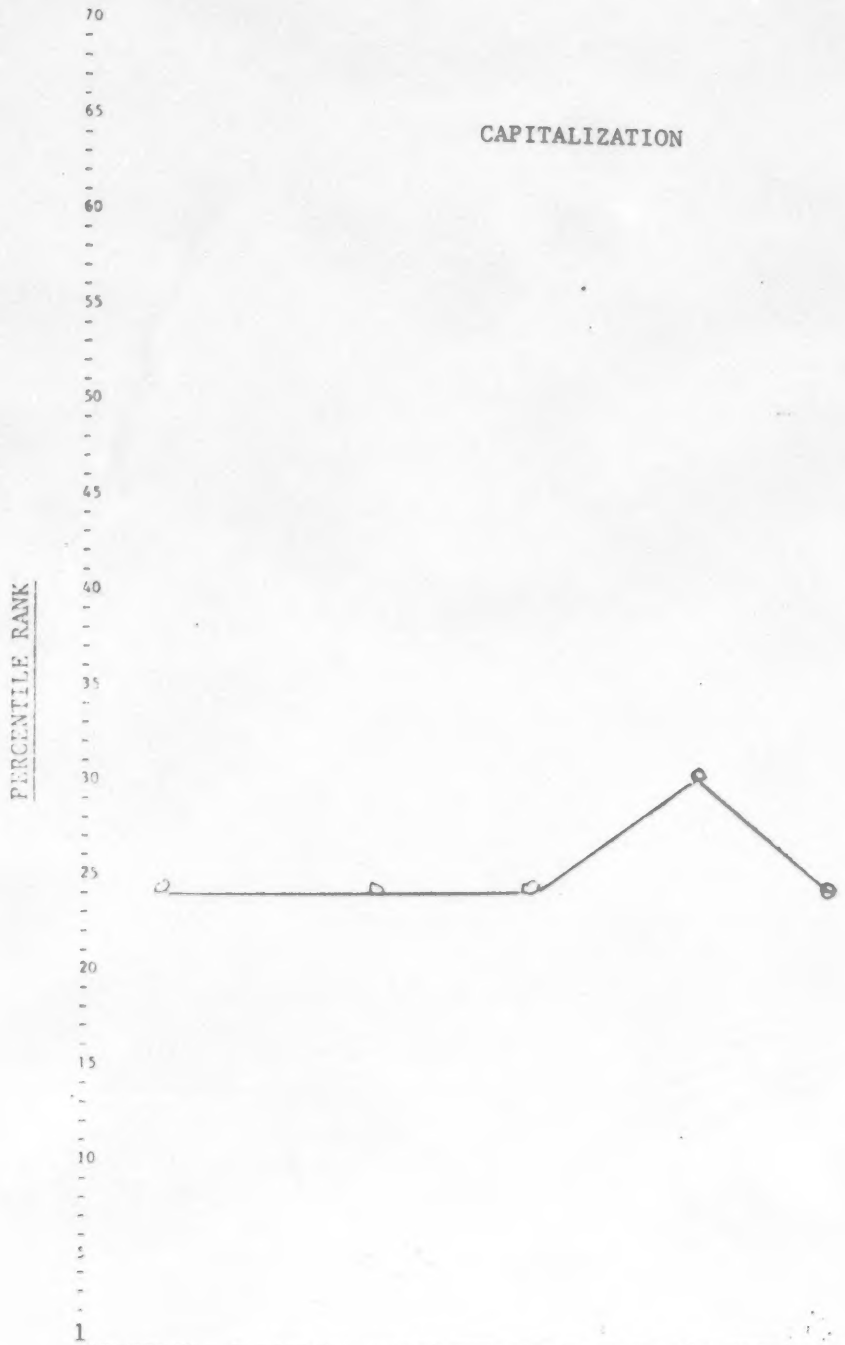
			1970	1971	1972
0 Total FT	26	21	21	26	26

Figure - 2 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total Follow Through



	1968	1969	1970	1971	1972
Total FT	20	20	20	26	29

Figure - 3 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total Follow Through



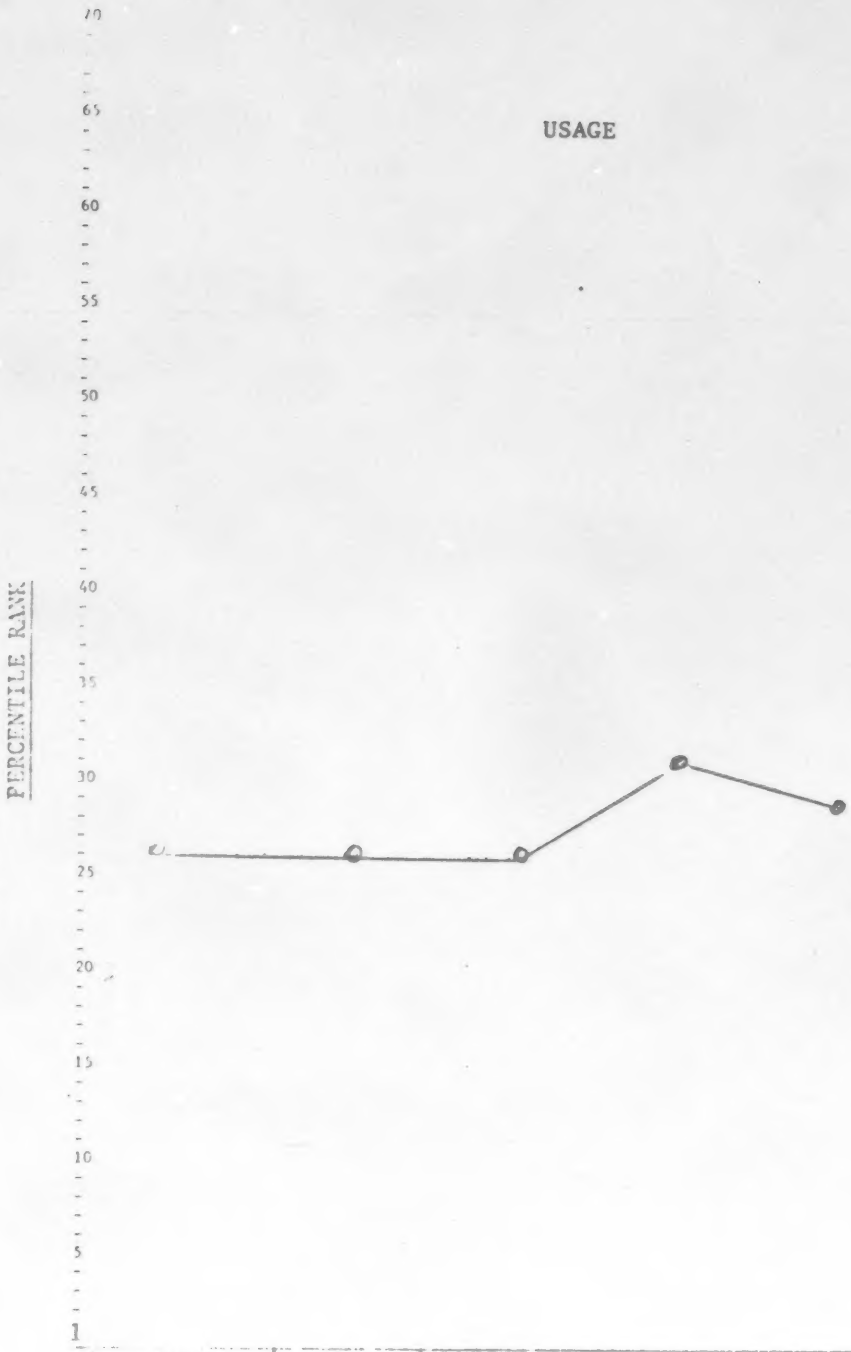
	1968	1969	1970	1971	1972
Total FT	24	24	24	30	24

Figure - 4

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total Follow Through

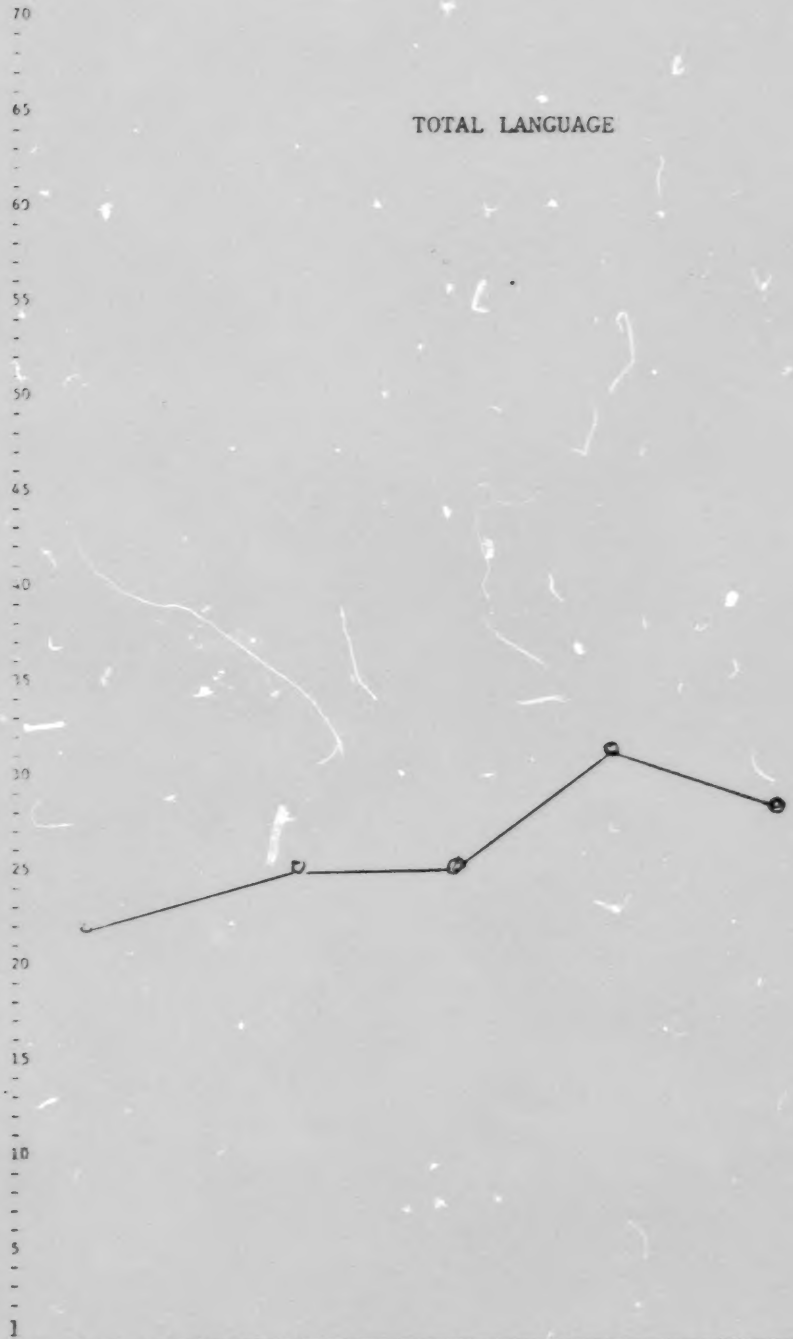
	1968	1969	1970	1971	1972
Total FT	35	38	38	44	35

Figure 5 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total Follow Through



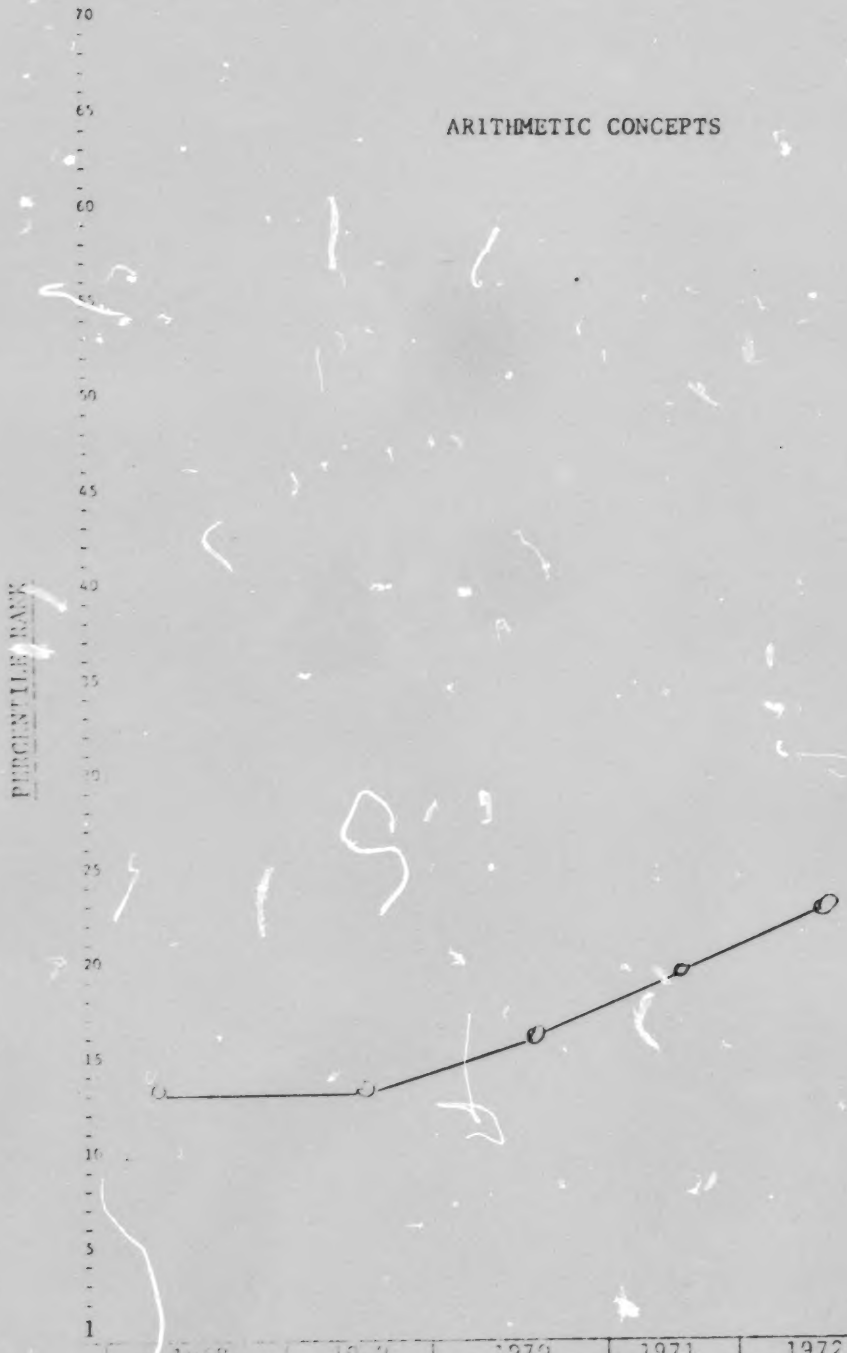
	1968	1969	1970	1971	1972
Total FT	26	26	26	31	28

Figure 6 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total Follow Through



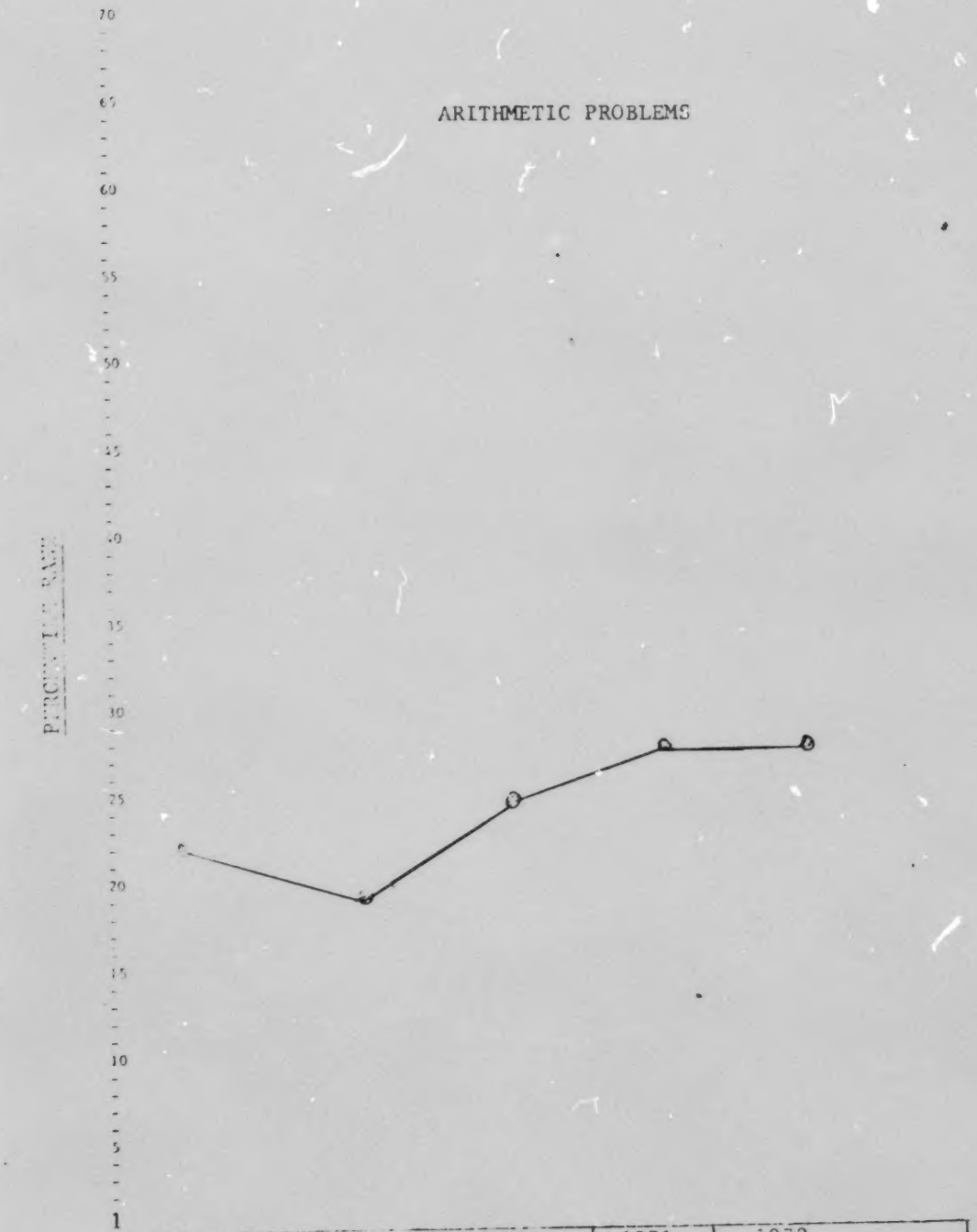
	1968	1969	1970	1971	1972
Total FT	22	25	25	31	28

Figure 7 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total



	1968	1969	1970	1971	1972
Total FT	13	13	16	19	23

Figure 8 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total Follow Through



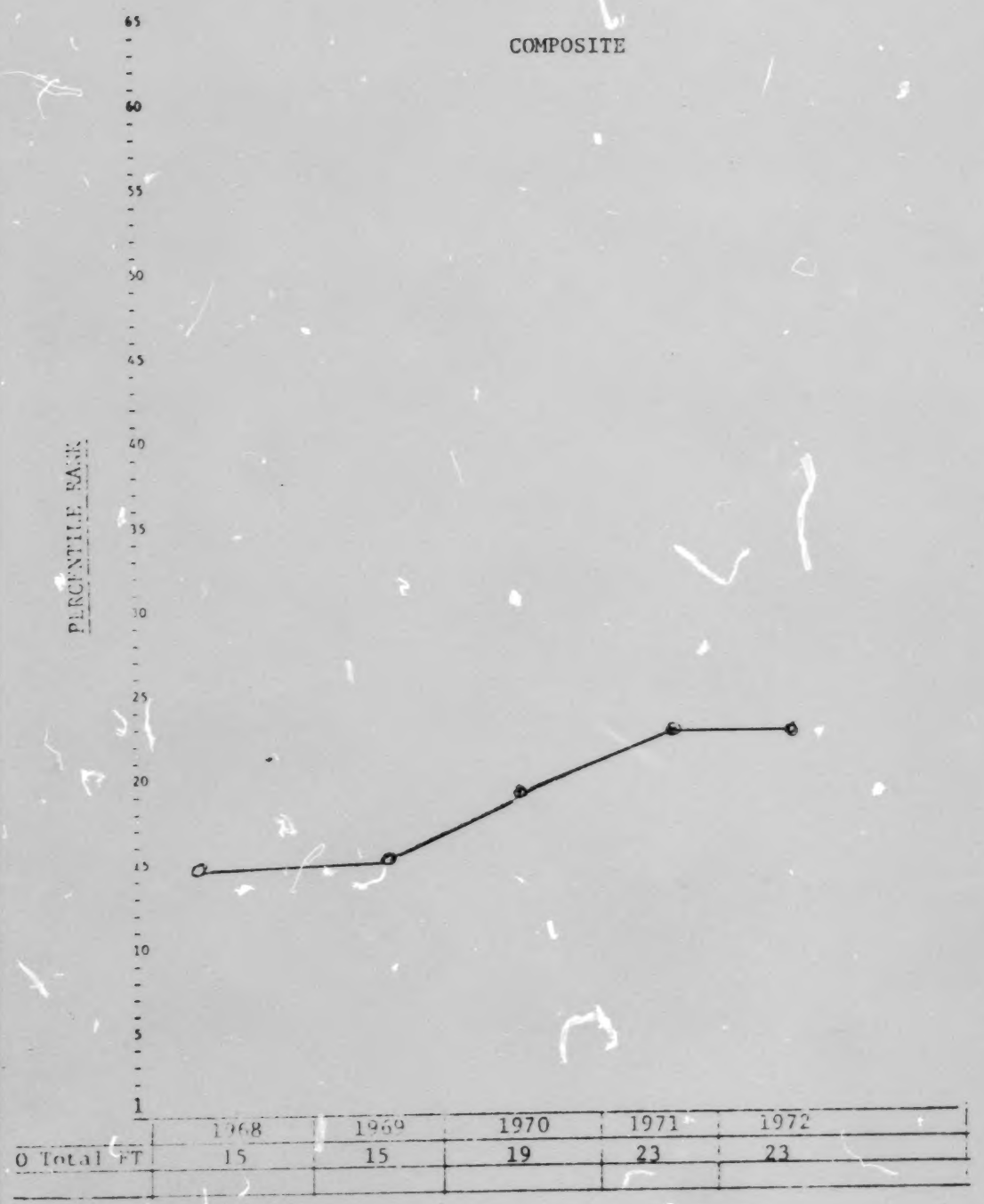
	1968	1969	1970	1971	1972
Total FT	22	19	24	27	27

Figure - 9

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total Follow Through

	1968	1969	1970	1971	1972
Total FT	18	14	21	25	25

Figure - 10 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Total Follow Through

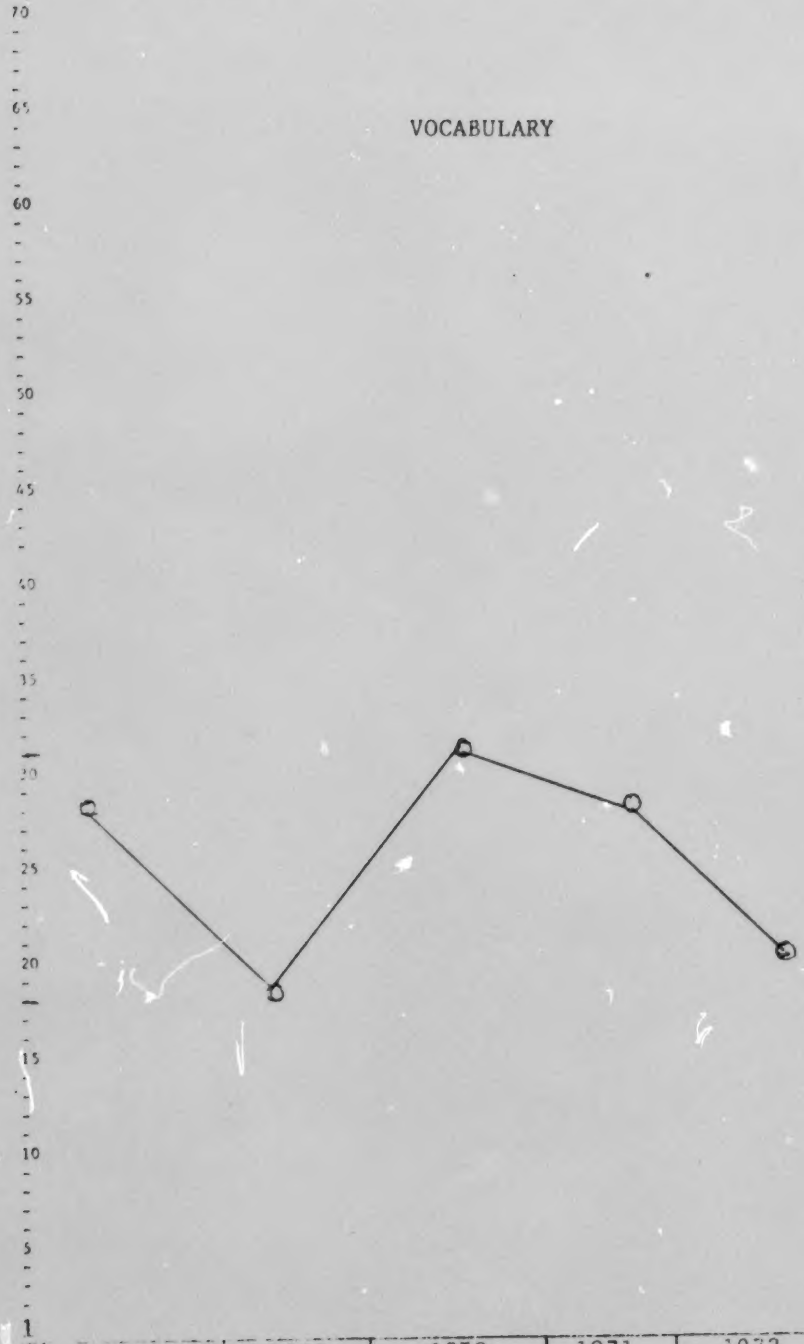


	1968	1969	1970	1971	1972
O Total FT	15	15	19	23	23

Figure - 11

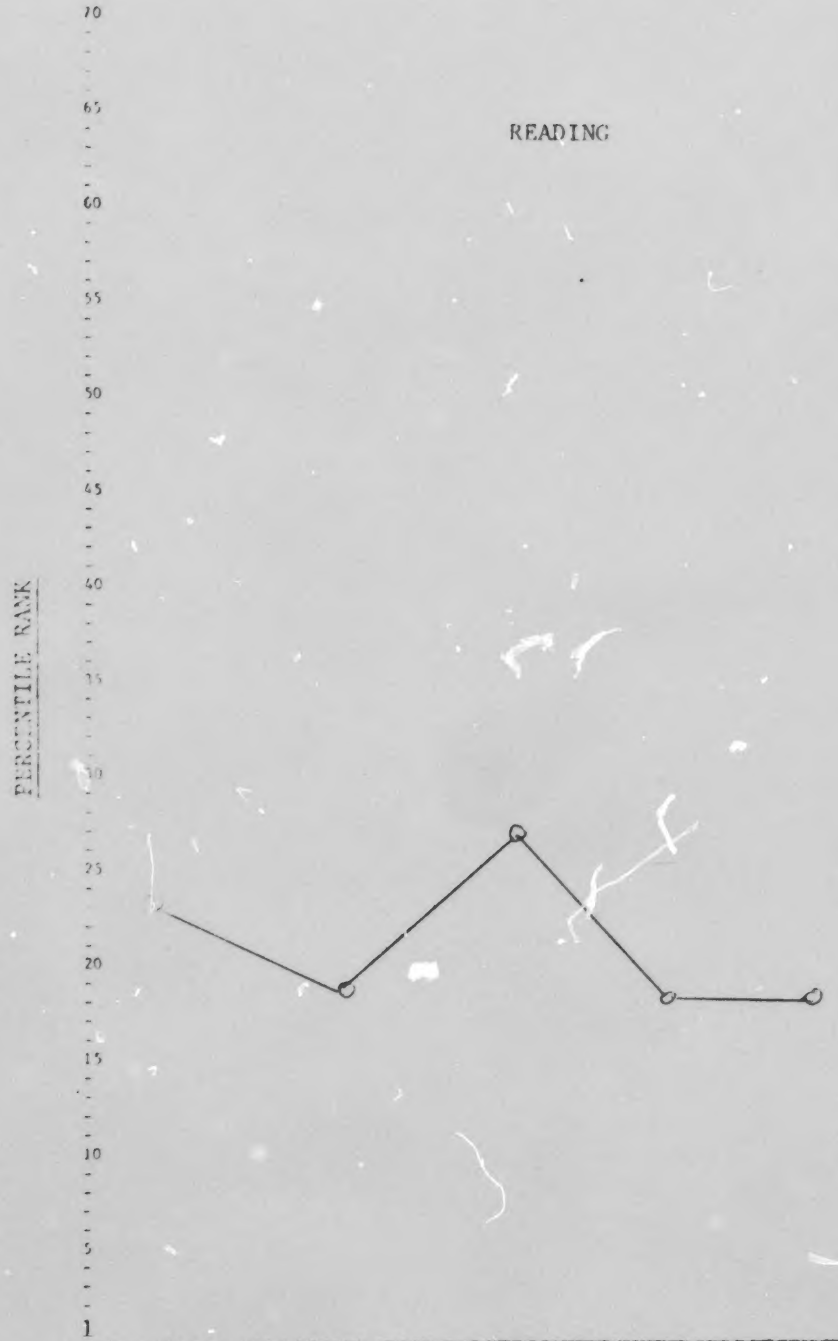
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3

Total Follow Through



	1968	1969	1970	1971	1972
Bank St.	28	18	30	28	20

Figure - 12 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model



	1968	1969	1970	1971	1972
Bank St.	23	18	26	18	18

Figure - 13

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model

SPELLING

	1968	1969	1970	1971	1972
Bank St.	35	26	26	26	32

Figure - 14

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model

	1968	1969	1970	1971	1972
Bank St.	36	30	30	27	24

Figure - 15 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model

	1968	1969	1970	1971	1972
Bank St.	49	47	44	38	38

Figure - 16

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model

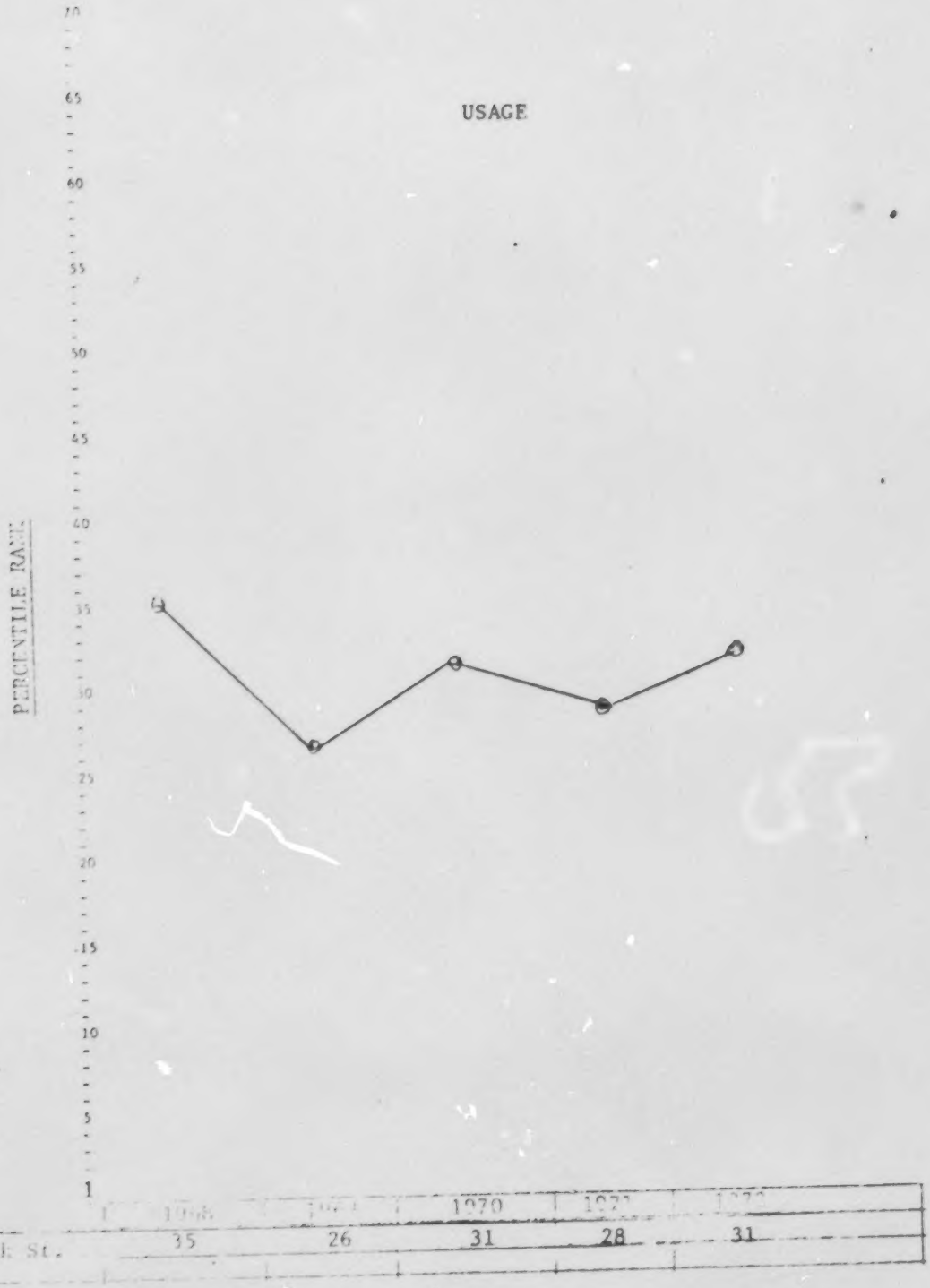


Figure - 17 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model

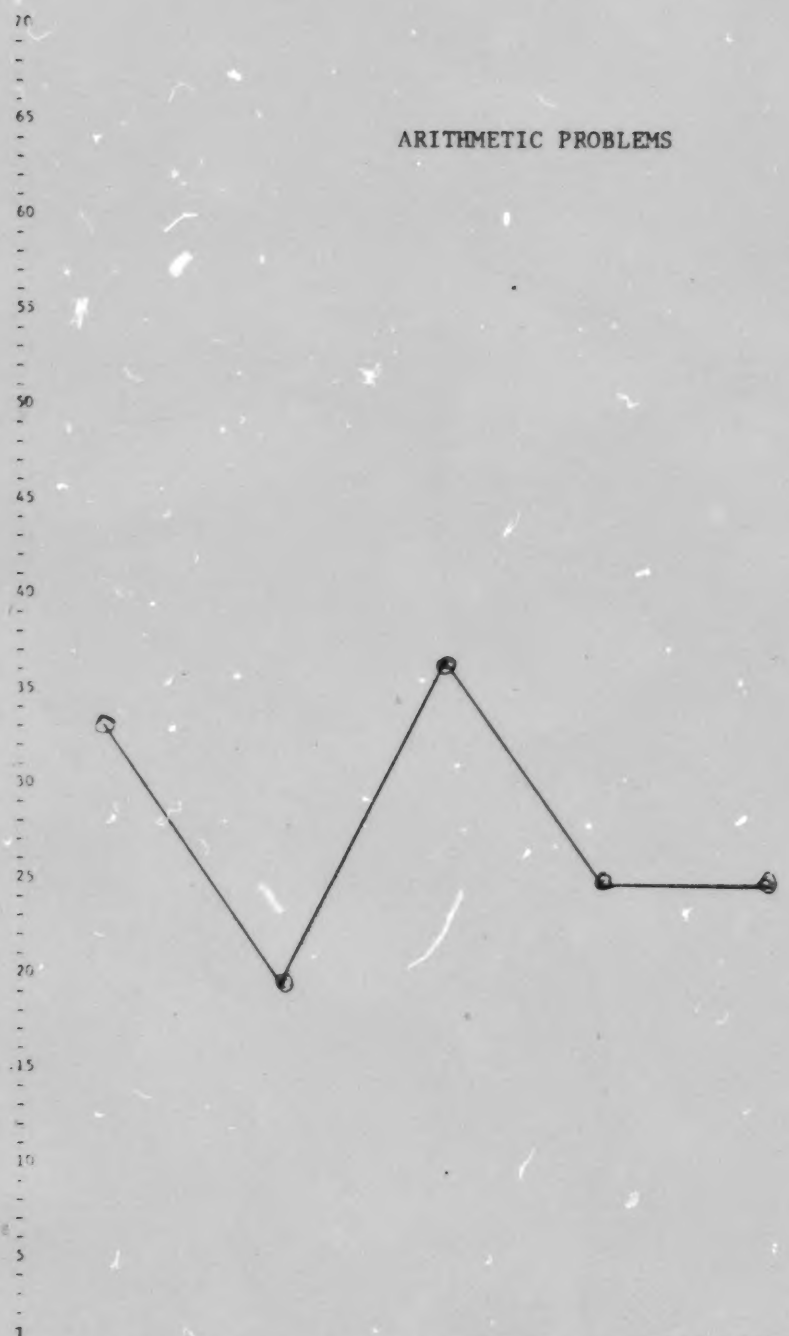
Figure - 18 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model

ARITHMETIC CONCEPTS

	1968	19	1970	1971	1972
Bank St.	27	19	38	16	19

Figure - 19 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model

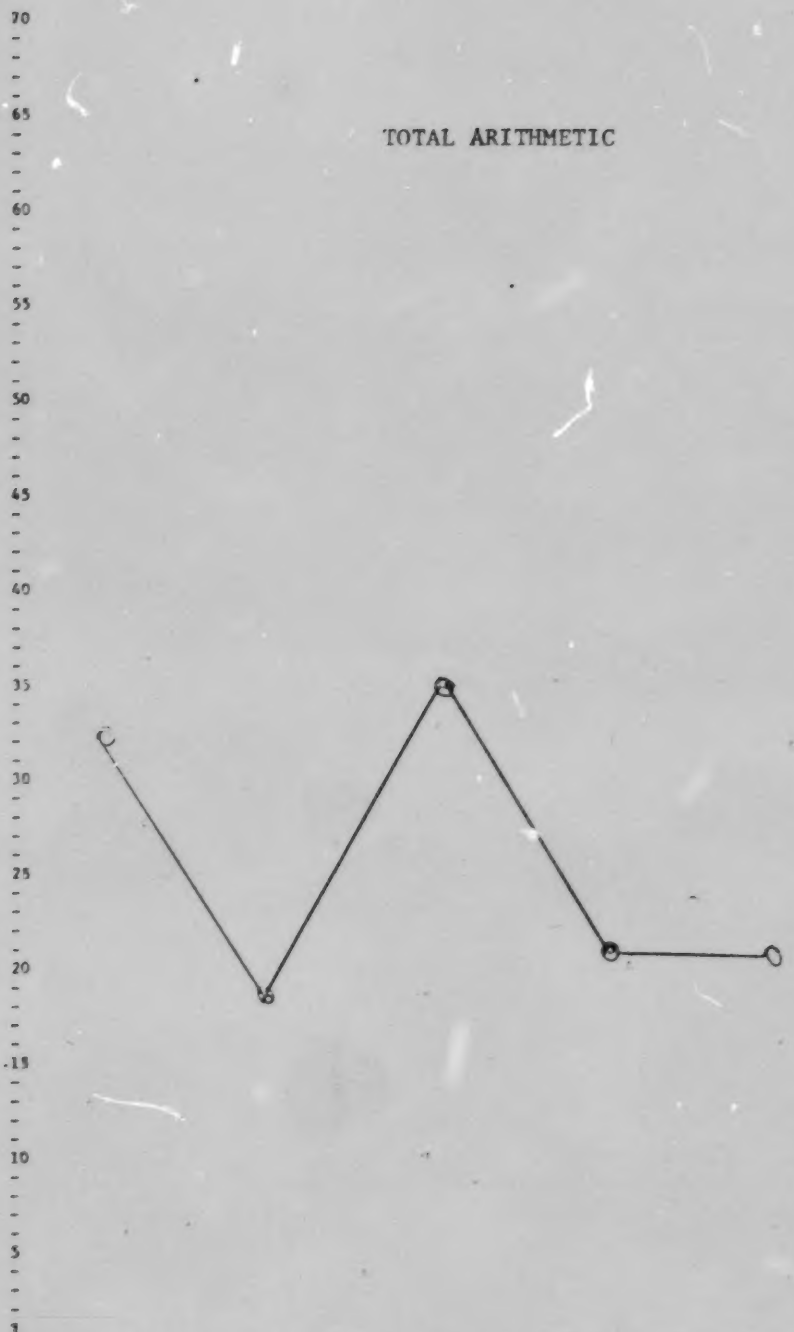
ARITHMETIC PROBLEMS



	1968	1969	1970	1971	1972
Bank St.	33	19	36	24	24

Figure - 20

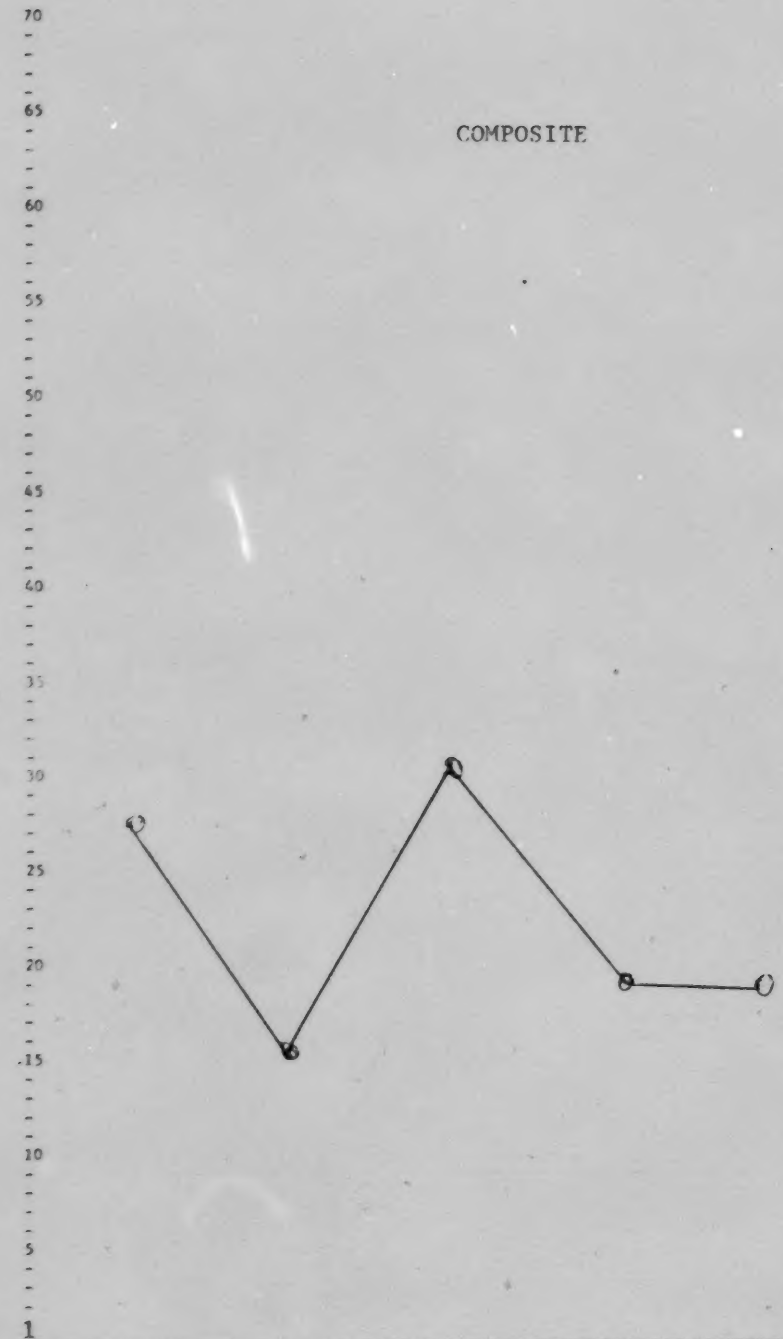
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model



	1968	1969	1970	1971	1972
Bank St.	32	18	35	21	21

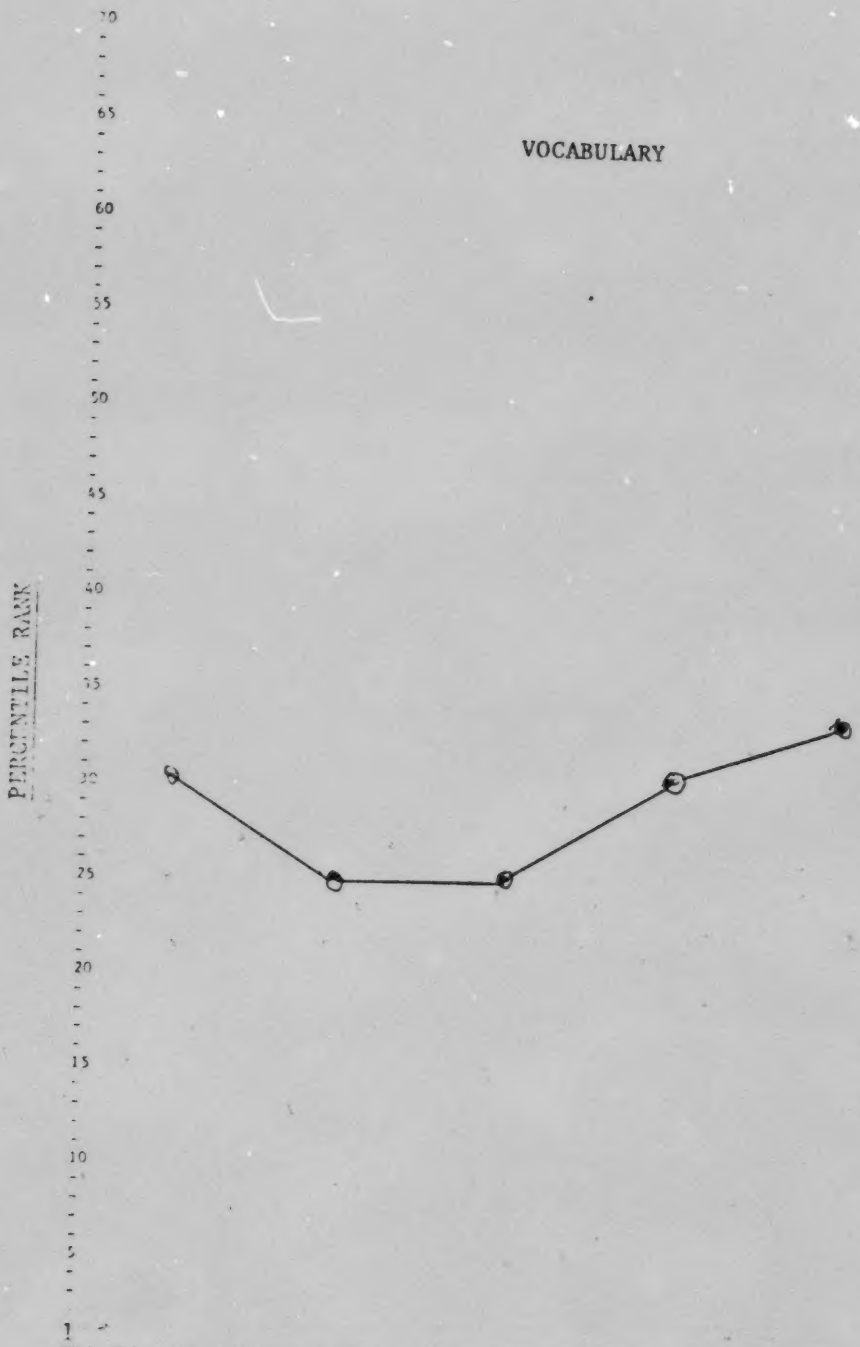
Figure - 21

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model



	1968	1969	1970	1971	1972
ank St.	27	15	30	19	19

igure - 22 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bank Street Model



	1968	1969	1970	1971	1972
eh. Analy.	30	25	25	30	33
igure	23				

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model

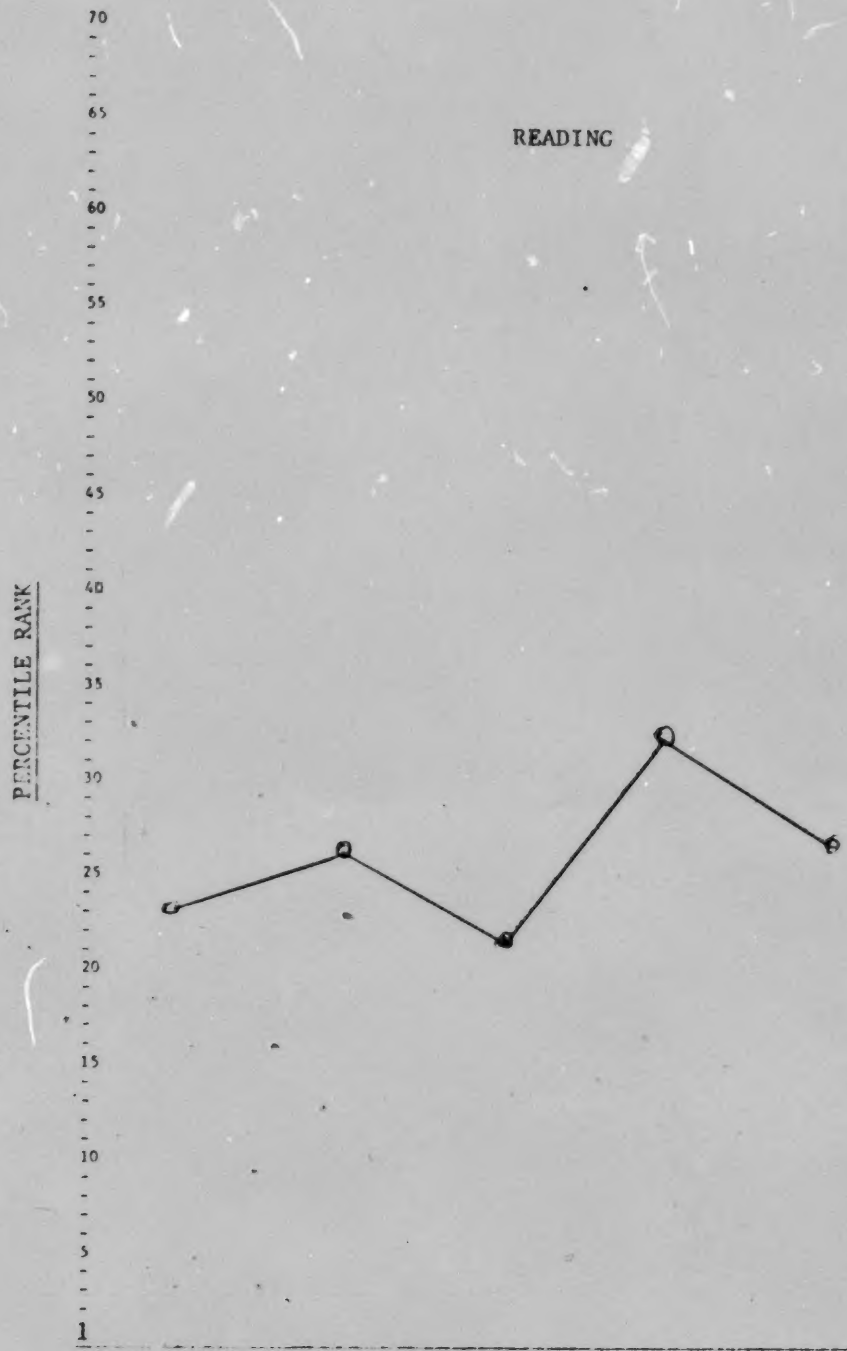


Figure - 24 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model

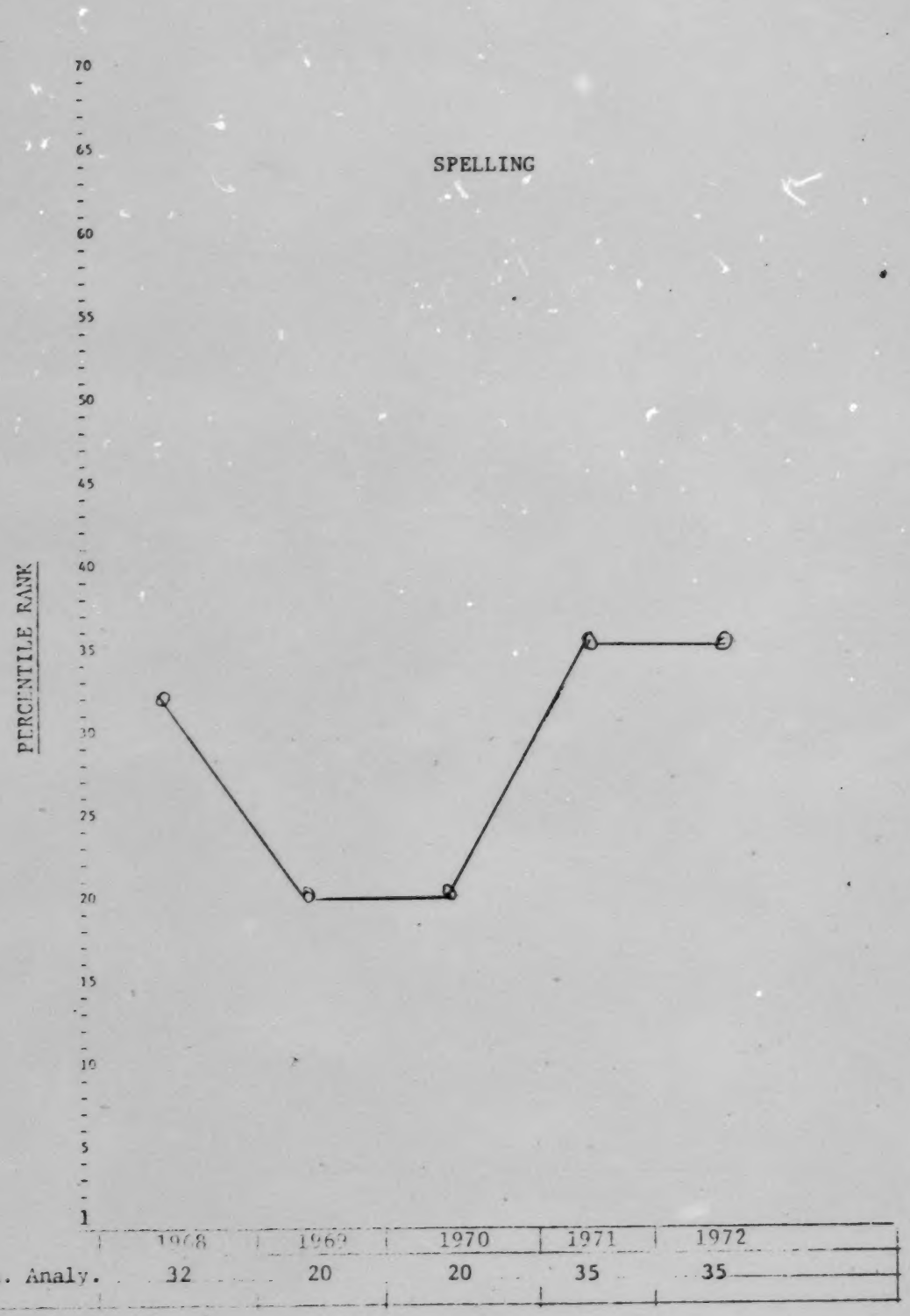


Figure - 25 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model

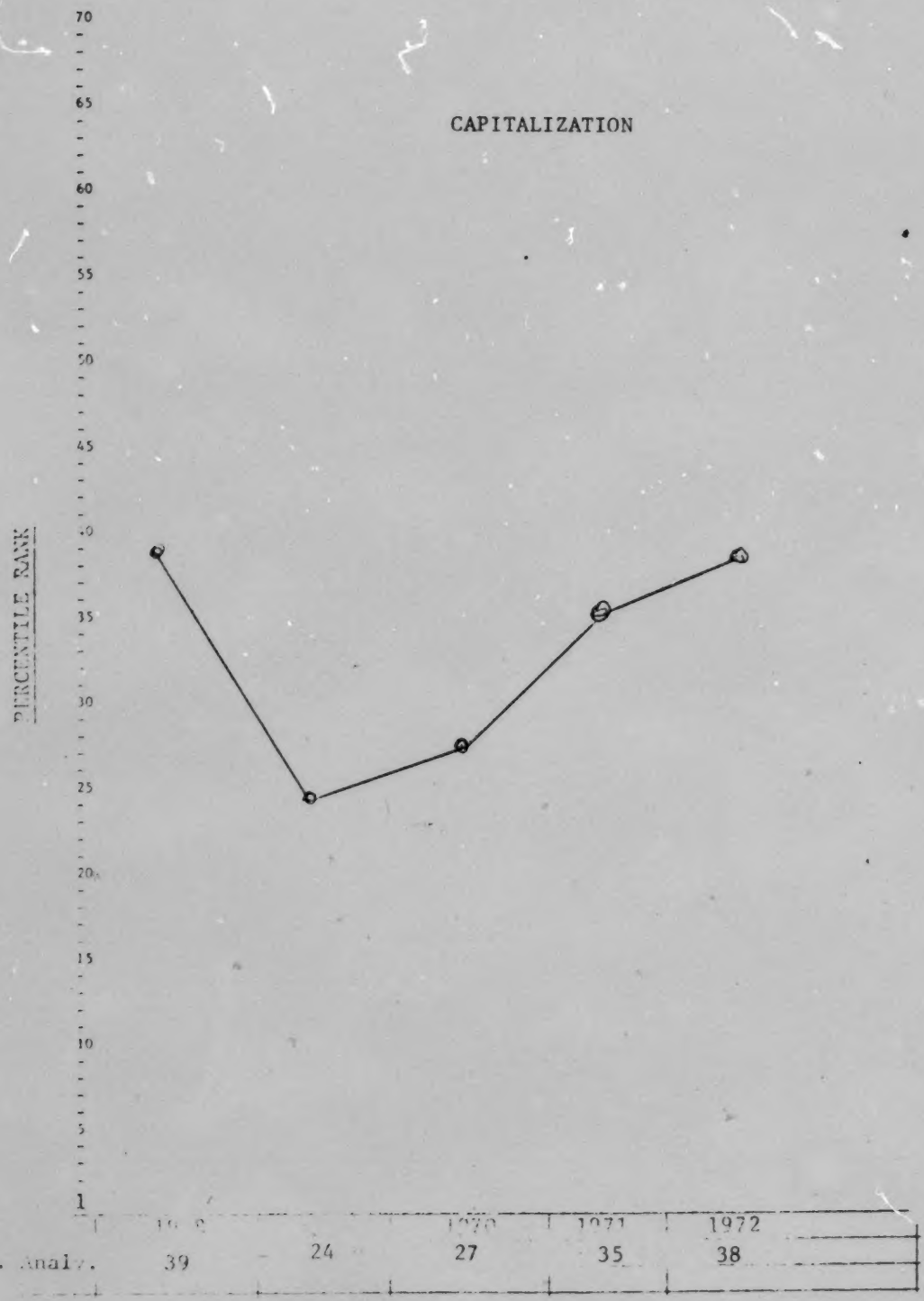
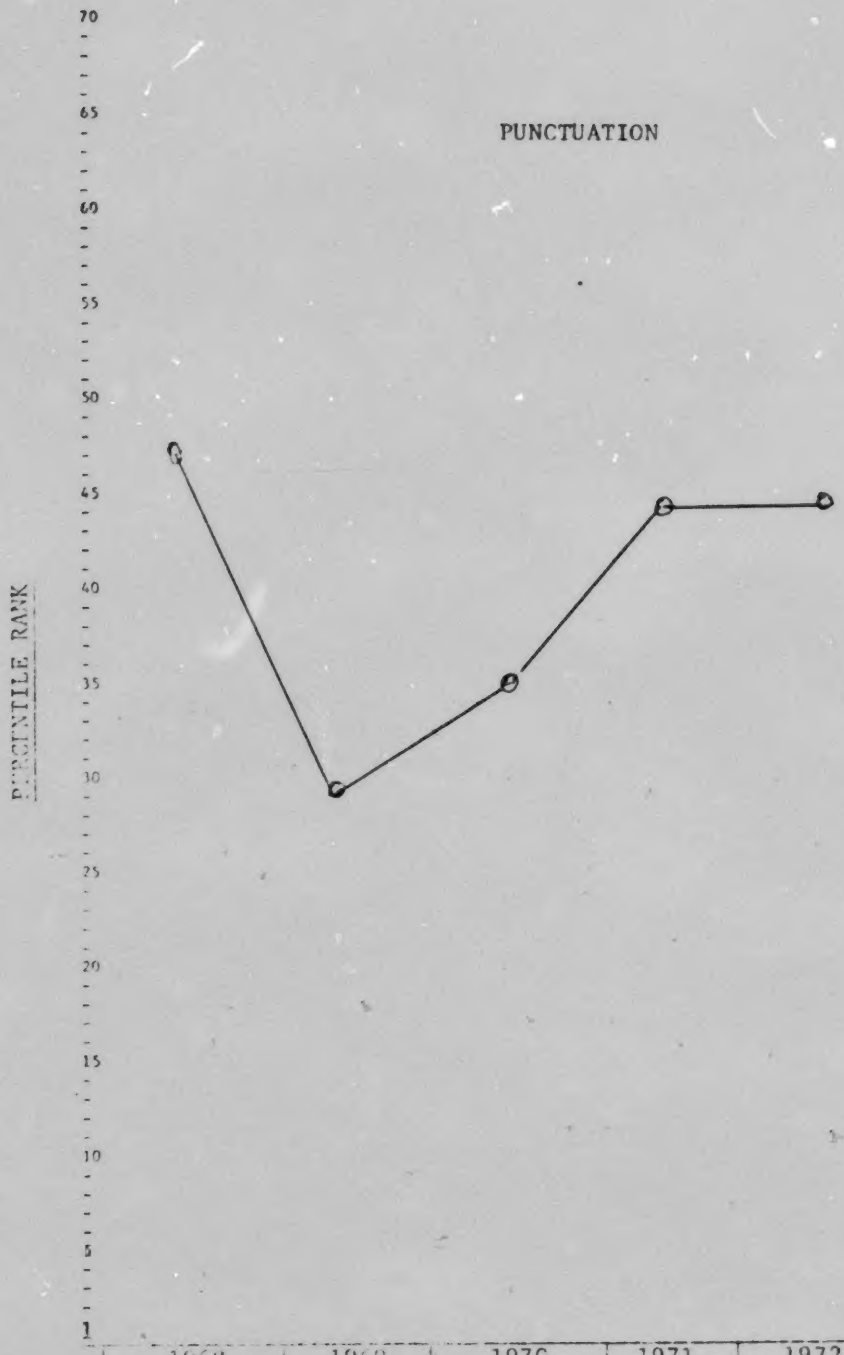


Figure - 26 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model



	1968	1969	1970	1971	1972
Beh. Analy.	47	29	35	44	44

Figure - 27 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model

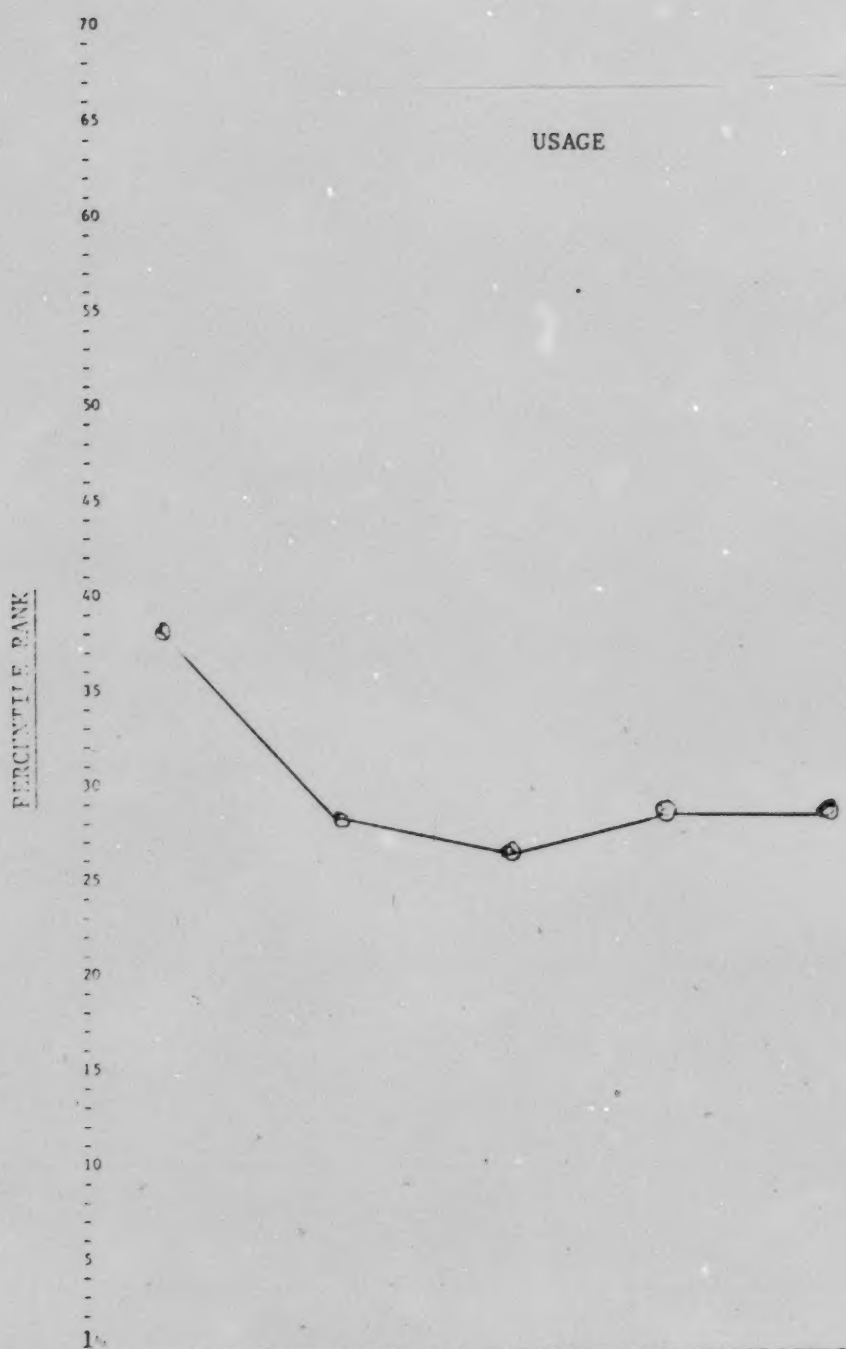
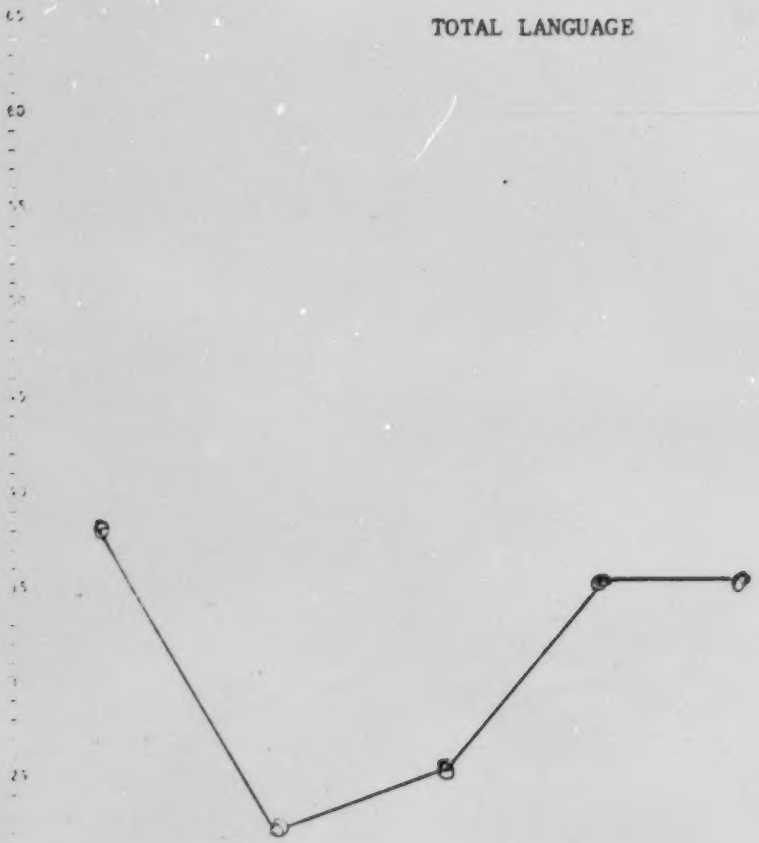
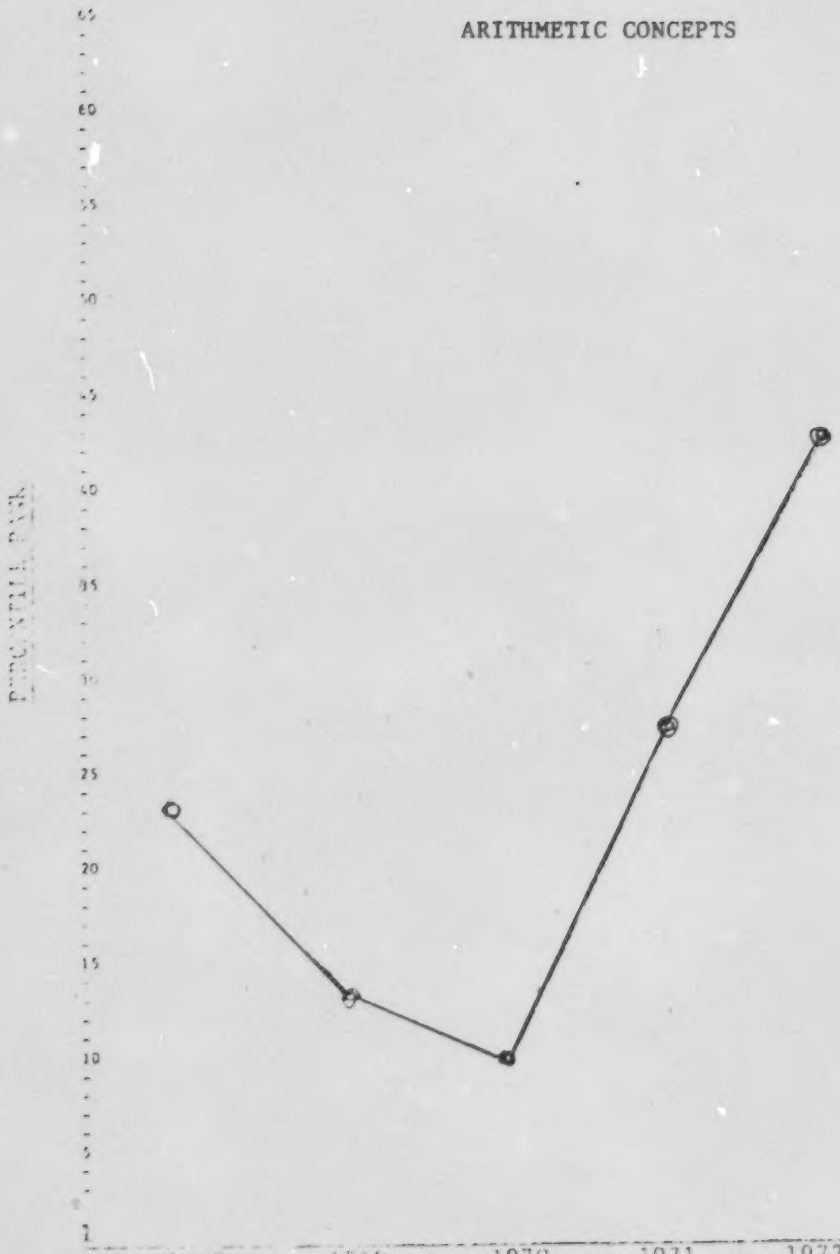


Figure - 28 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model



Beh. Analy.	38	22	25	35	35

Figure - 29 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model



	1968	1969	1970	1971	1972
Beh. Analy.	23	13	10	27	42

Figure - 30 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model

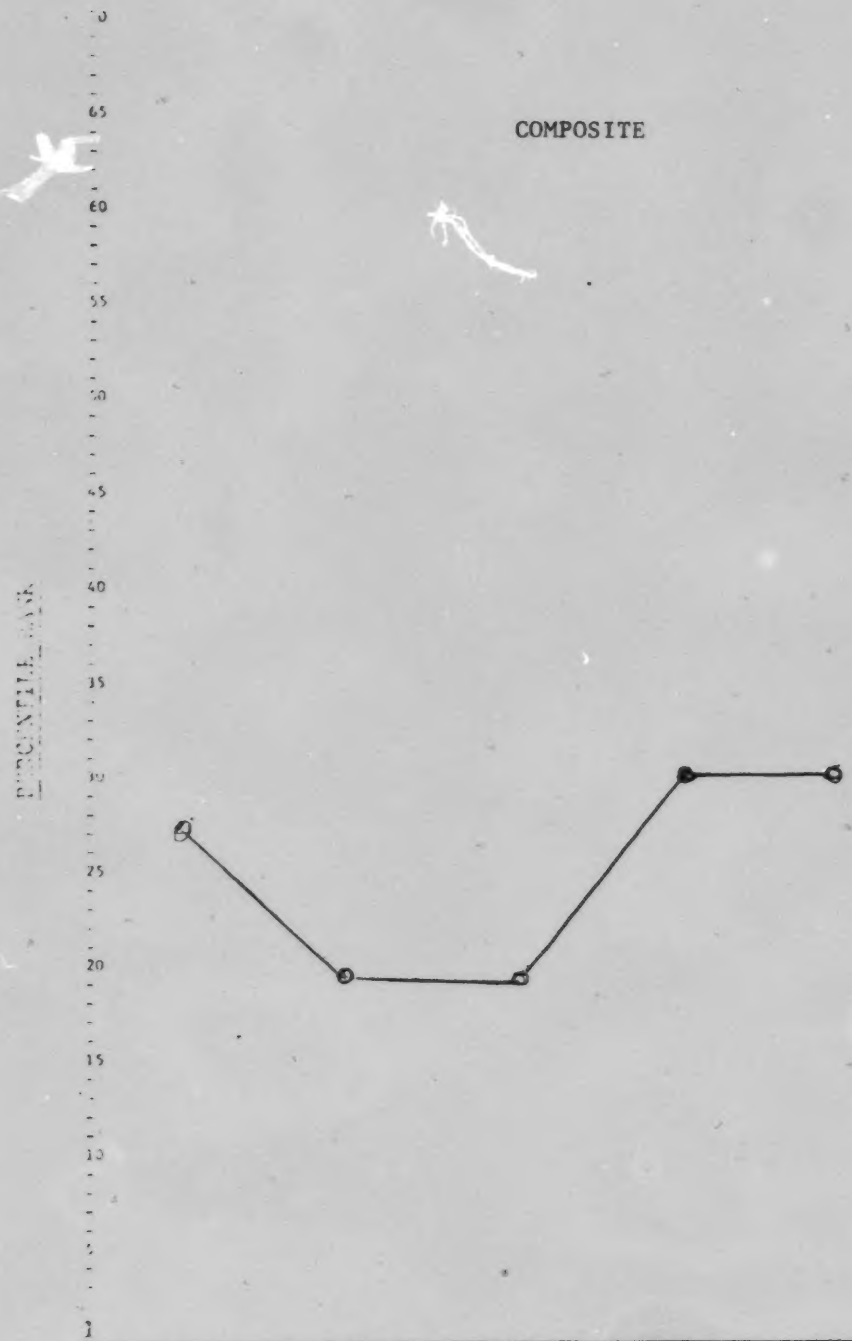
ARITHMETIC PROBLEMS

	1968	1969	1970	1971	1972
Beh. Analy.	22	17	22	27	30

Figure - 31 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model

		1969	1970	1971	1972
Beh. Analy.	21	11	14	28	35

Figure - 32 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model



	1968	1969	1970	1971	1972
Beh. Analy.	27	19	19	30	30

Figure - 33

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Behavior Analysis Model

VOCABULARY

	1968	1969	1970	1971	1972
Bilingual	13	18	20	22	15

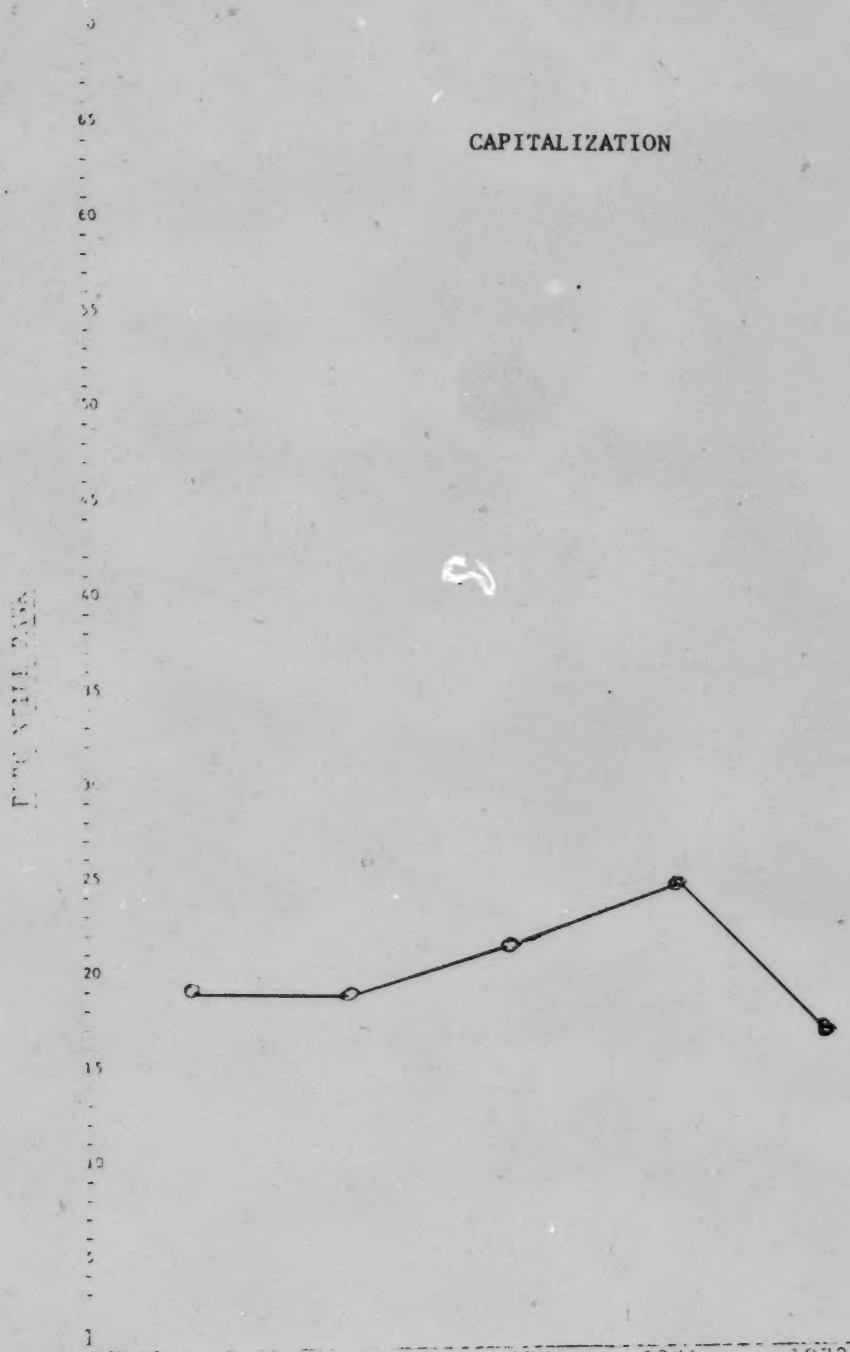
Figure - 34 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model

	1968	1969	1970	1971	1972
Bilingual	16	18	18	21	18

Figure - 35 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model

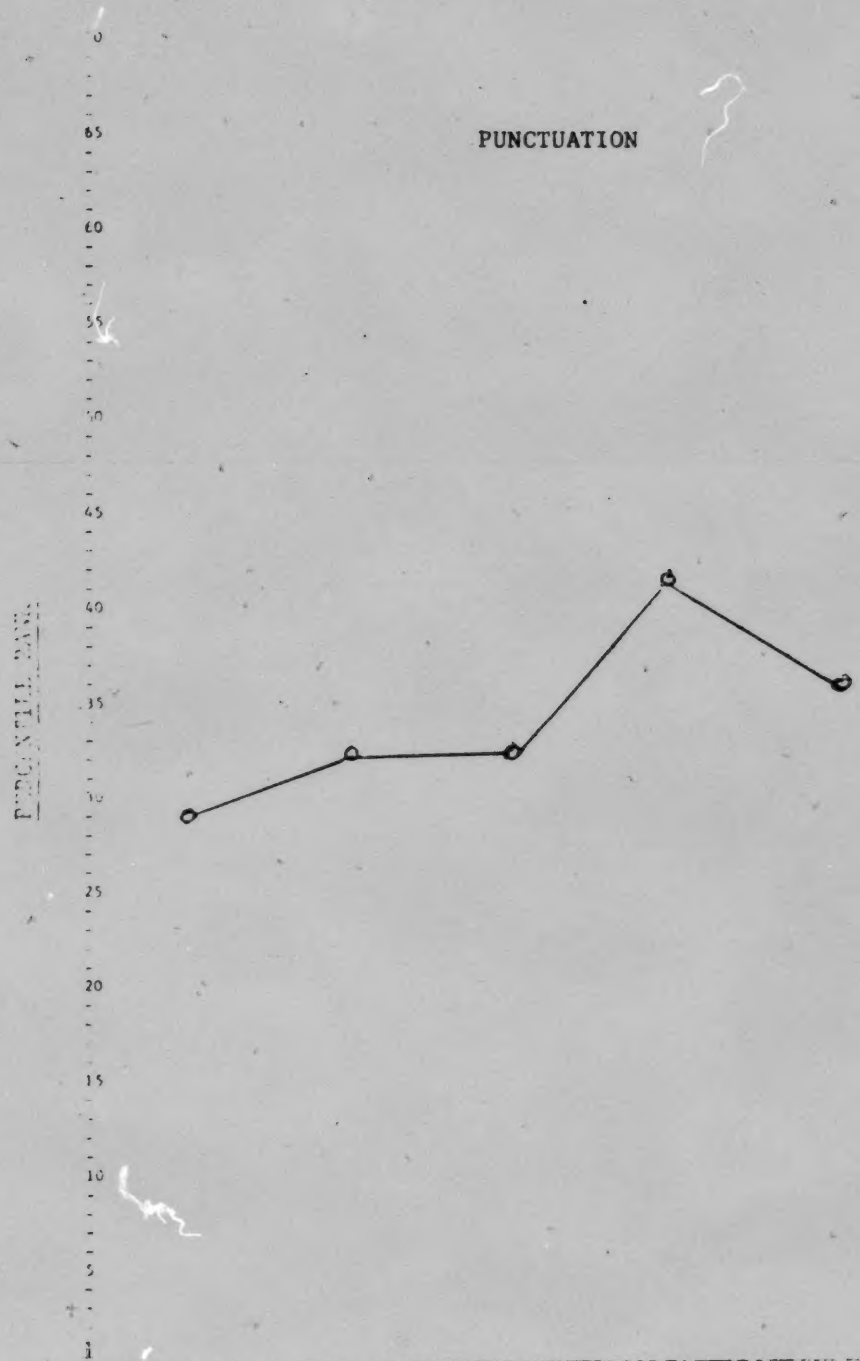
	1968	1969	1970	1971	1972
Bilingual	14	16	14	16	12

Figure - 36 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model



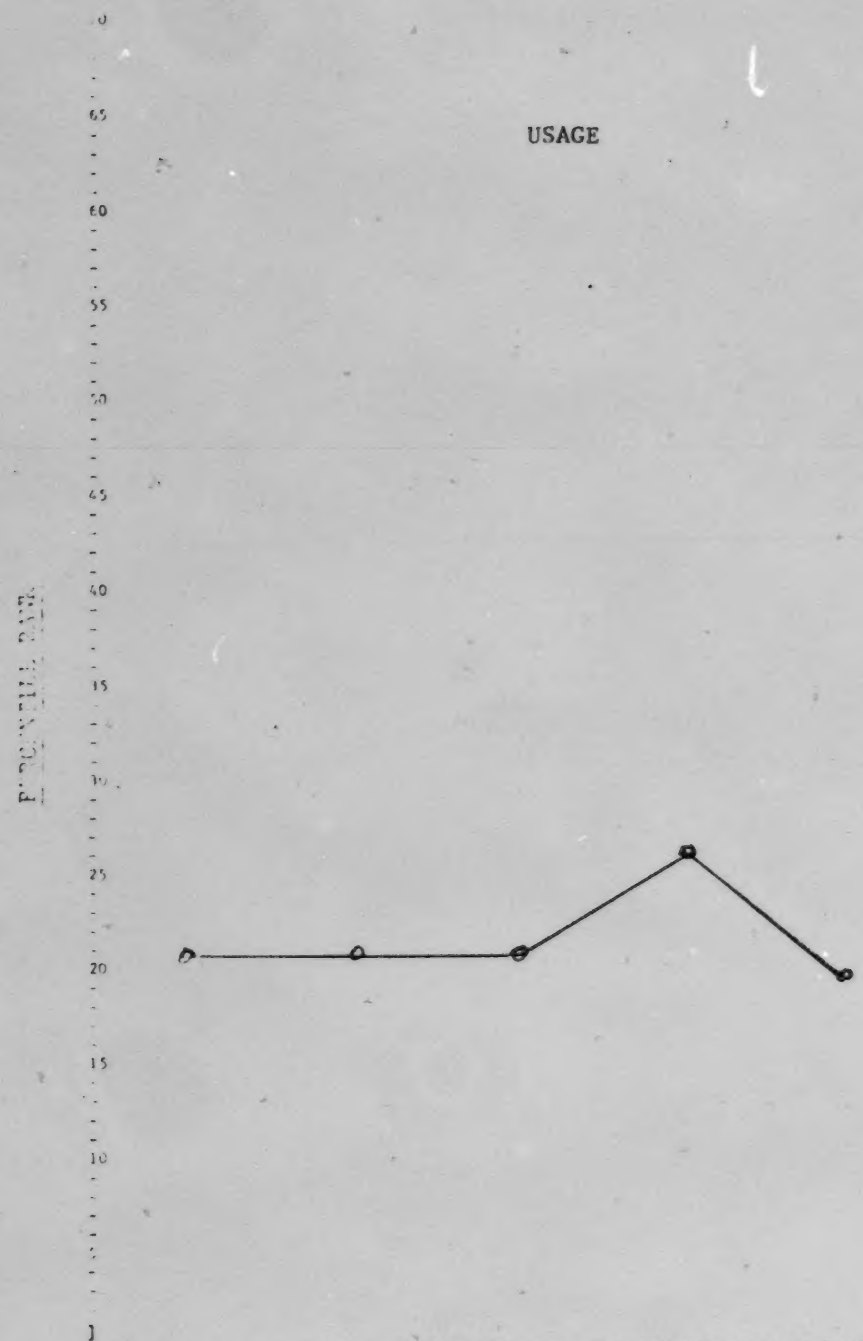
	1968	1969	1970	1971	1972
Bilingual	19	19	21	24	16

Figure - 37 Spring Testing Trend Lines, 1968--1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model



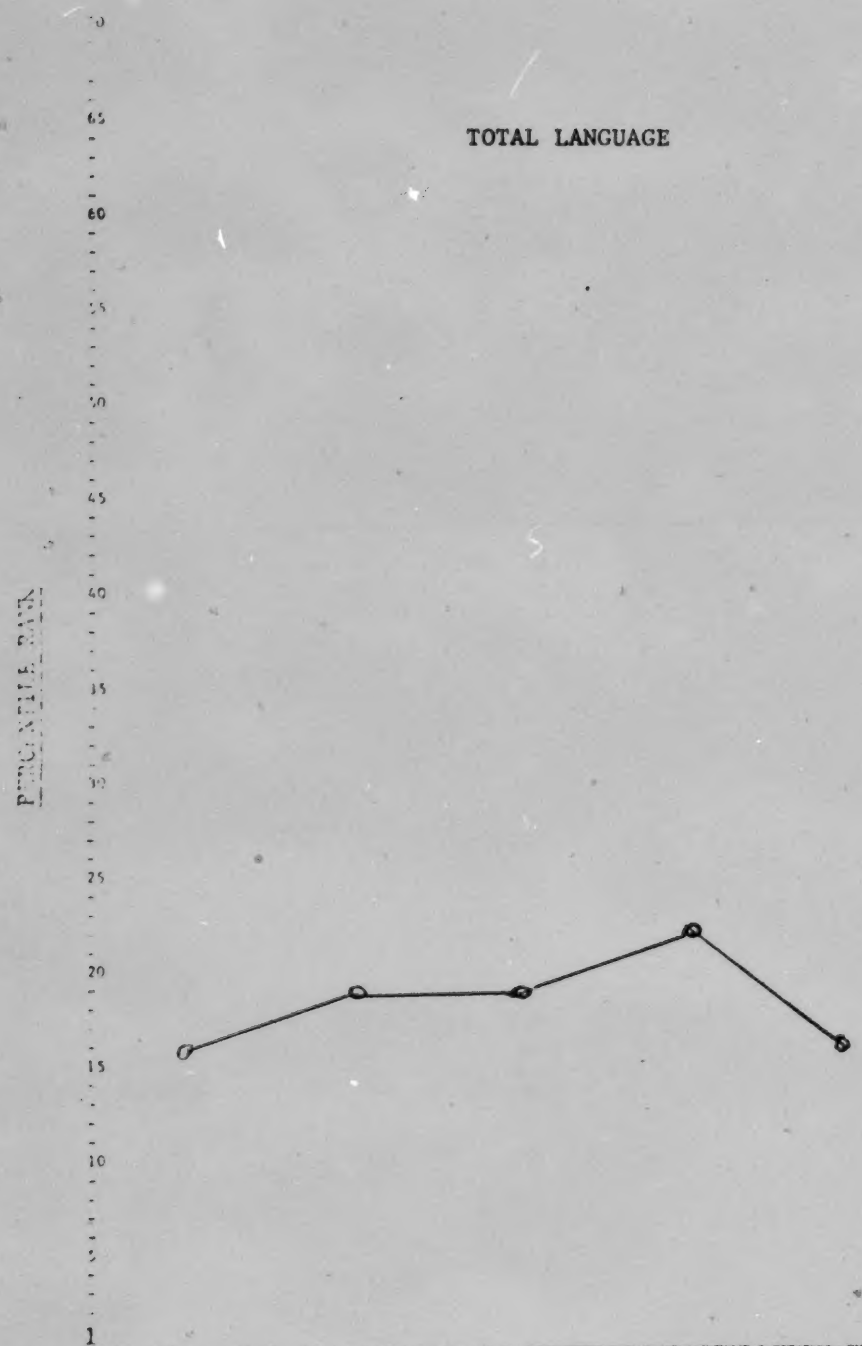
	1968	1969	1970	1971	1972
Bilingual	29	32	32	41	35

Figure - 38 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model



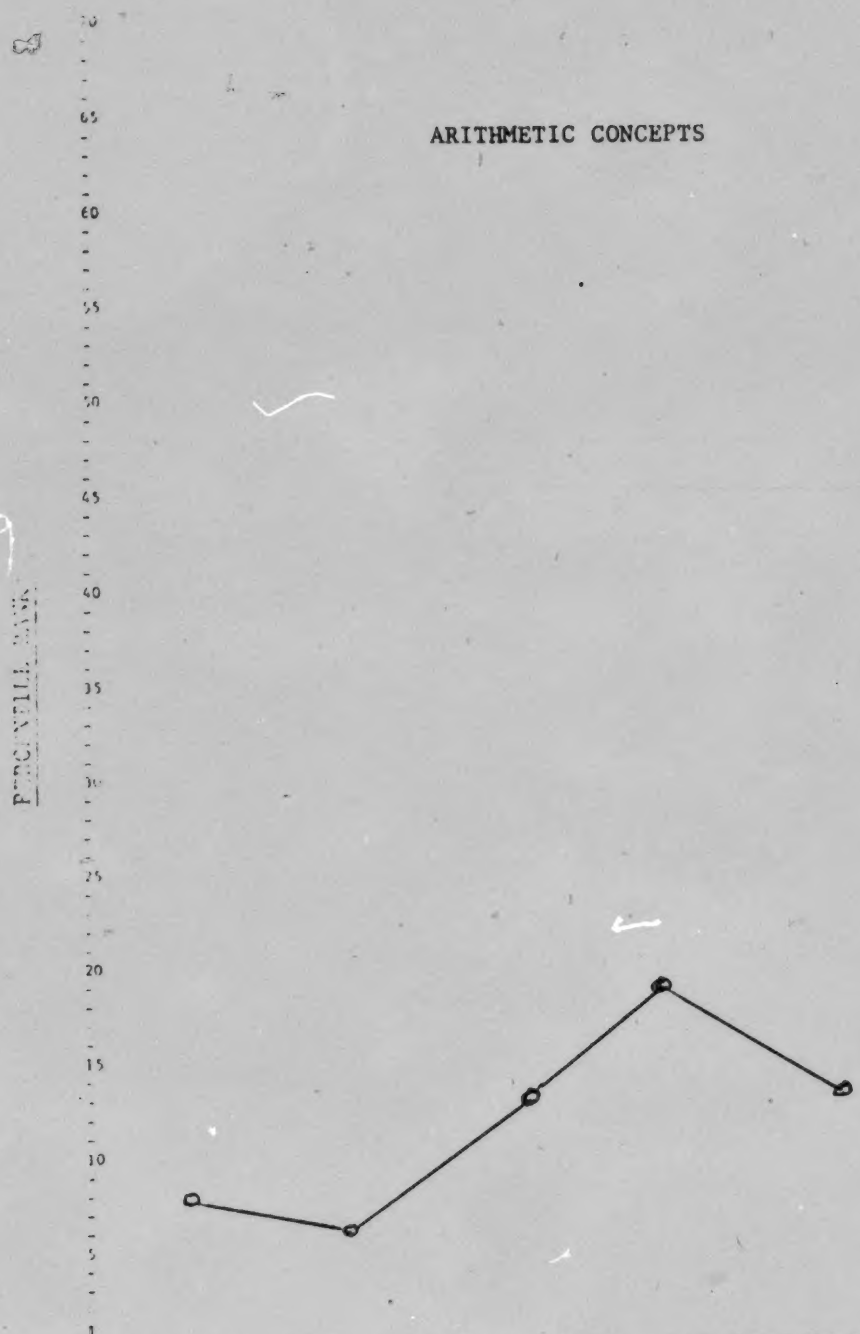
			1970	1971	1972
Bilingual	21	21	21	26	19

Figure - 39 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model



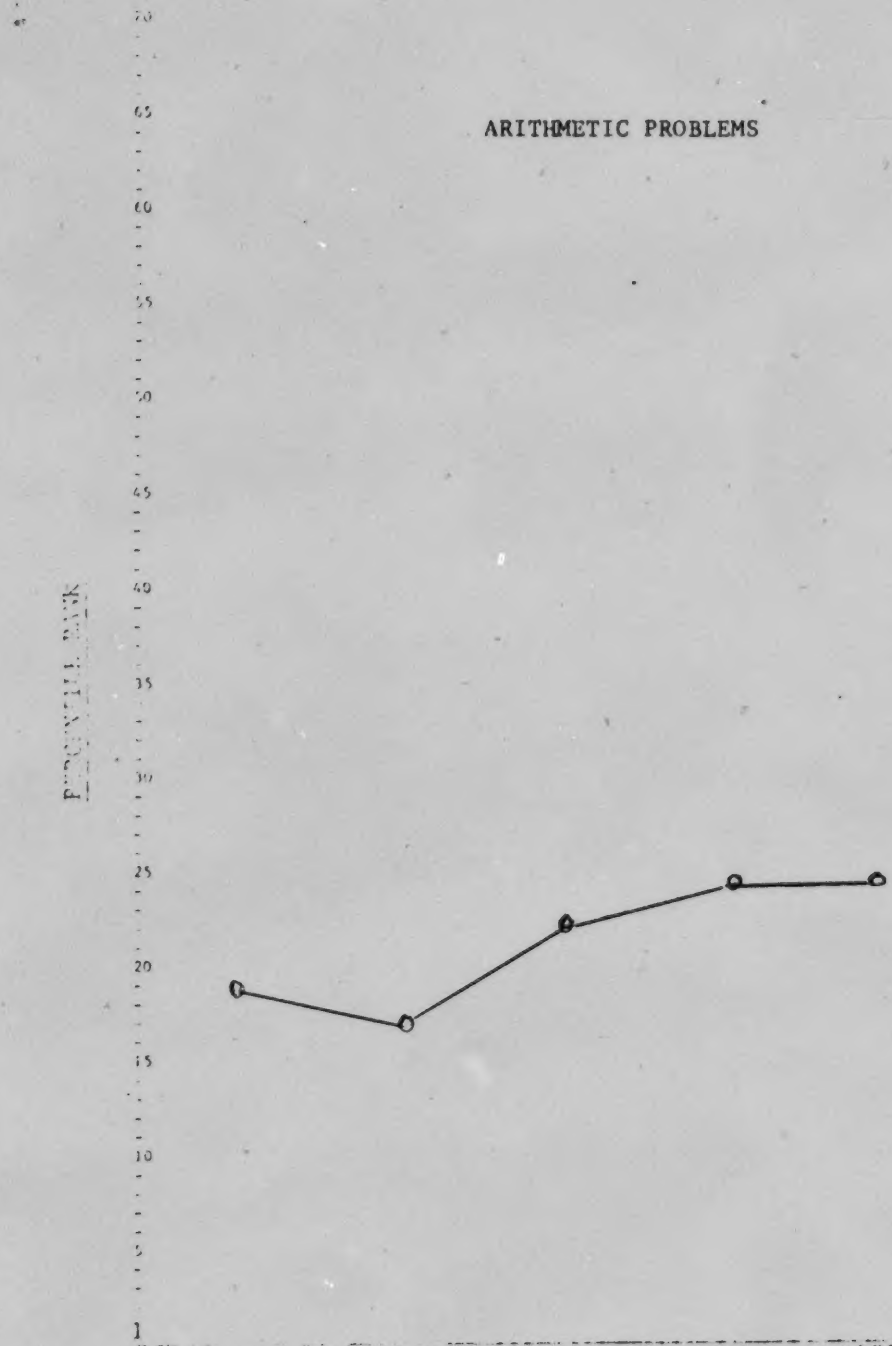
	1968	1969	1970	1971	1972
Bilingual	16	19	19	22	16

Figure - 40 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model



	1968	1969	1970	1971	1972
Bilingual	8	6	13	19	13

Figure - 41 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model



	1968	1969	1970	1971	1972
Bilingual	19	17	22	24	24

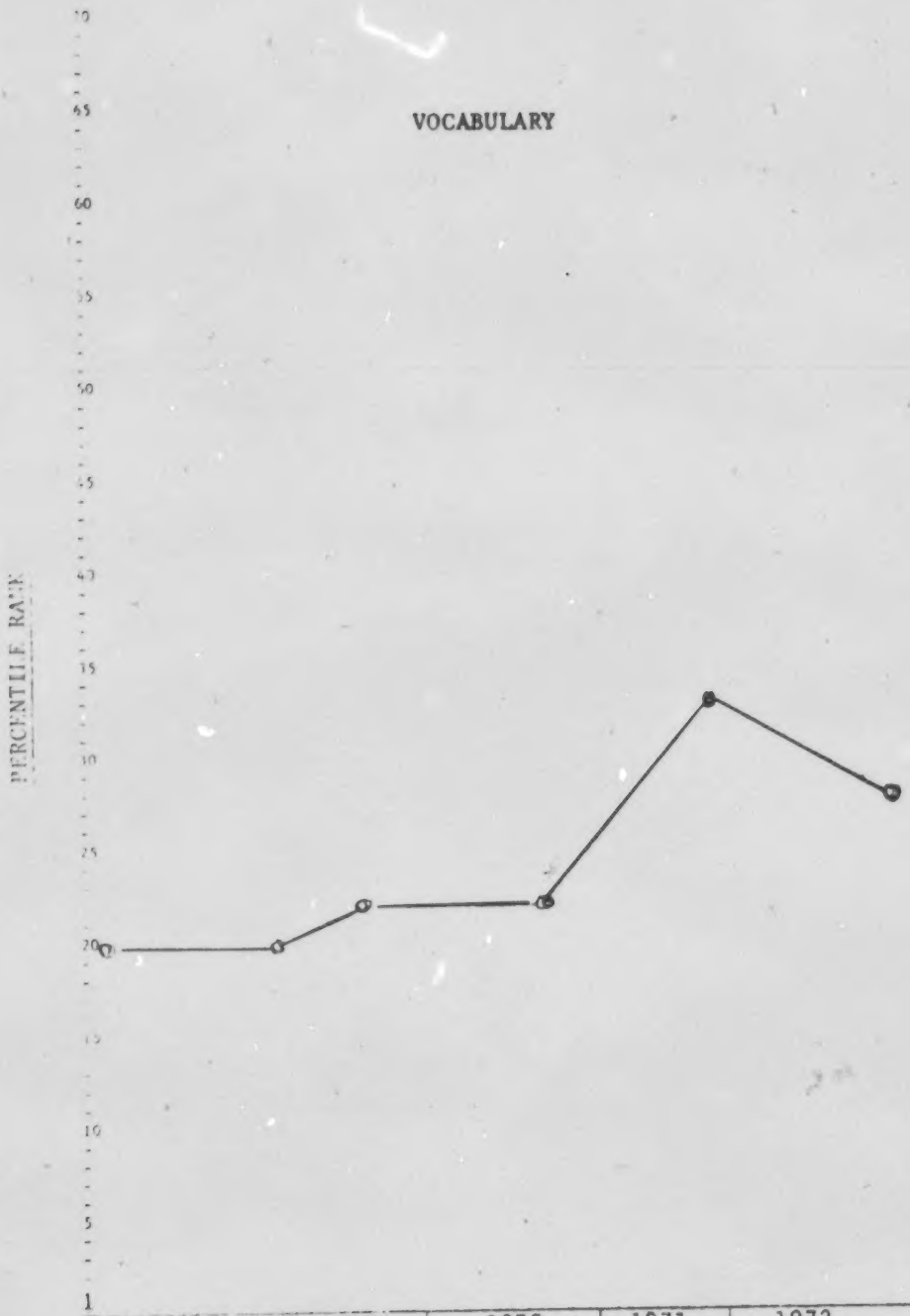
Figure - 42 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model

	1968	1969	1970	1971	1972
Bilingual	11	9	14	21	18

Figure - 43 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skill- - Grade 3
Bilingual Model

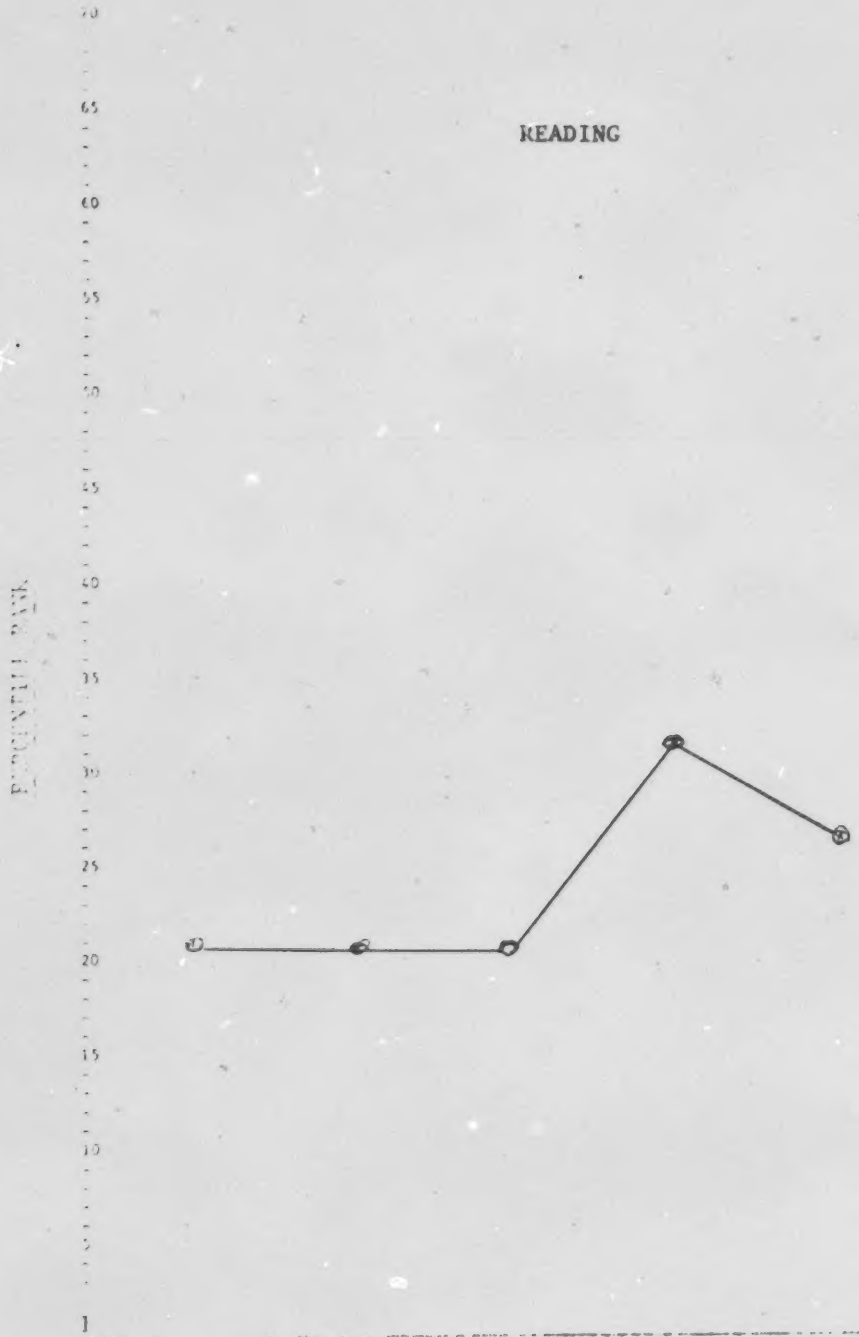
		1969	1970	1971	1972
Bilingual	9	12	12	15	12

Figure - 44 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Bilingual Model



	1968	1969	1970	1971	1972
EDC	20	22	22	33	28

Figure - 45 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3



	1968	1969	1970	1971	1972
EDC	21	21	21	32	26

Figure - 46 Sprirg Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Educational Development Center

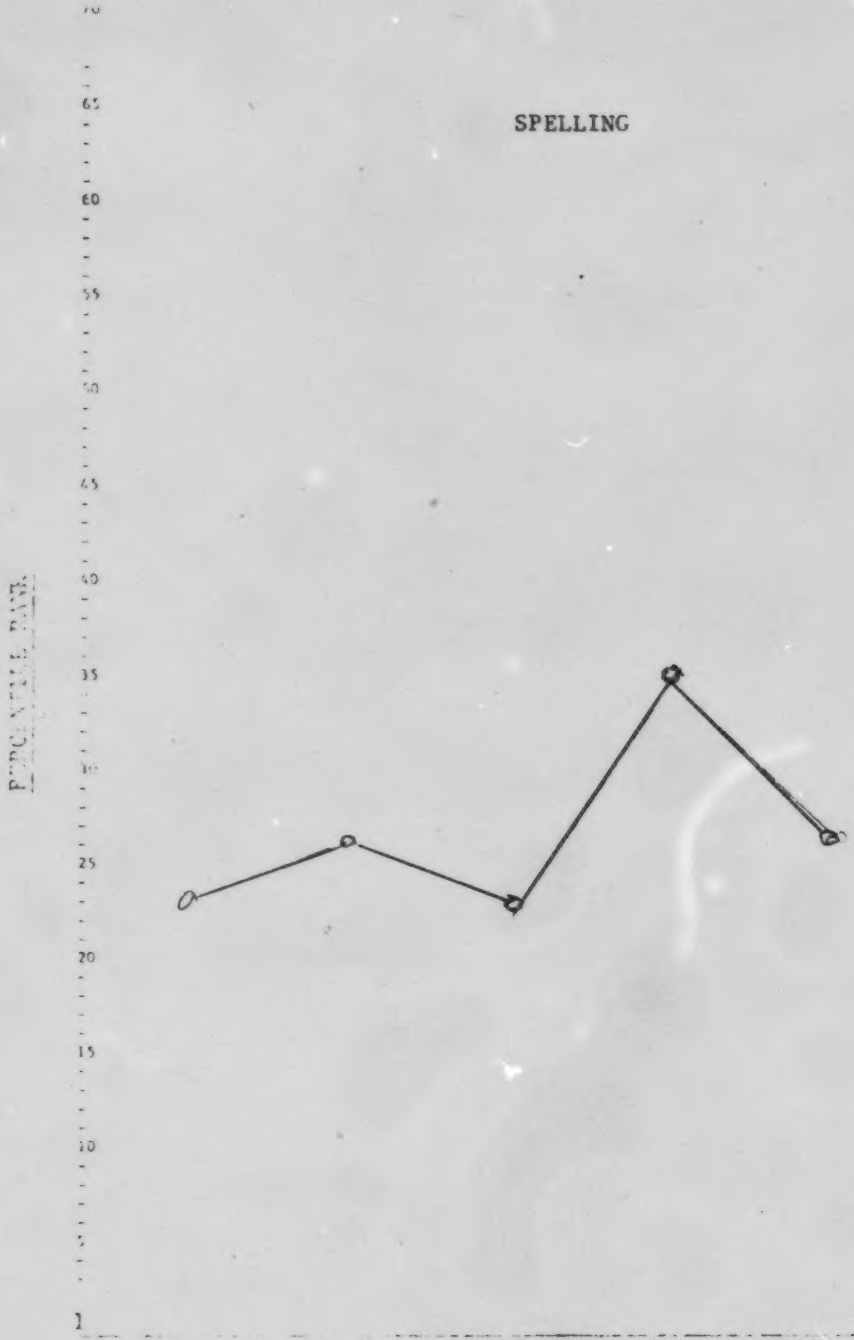
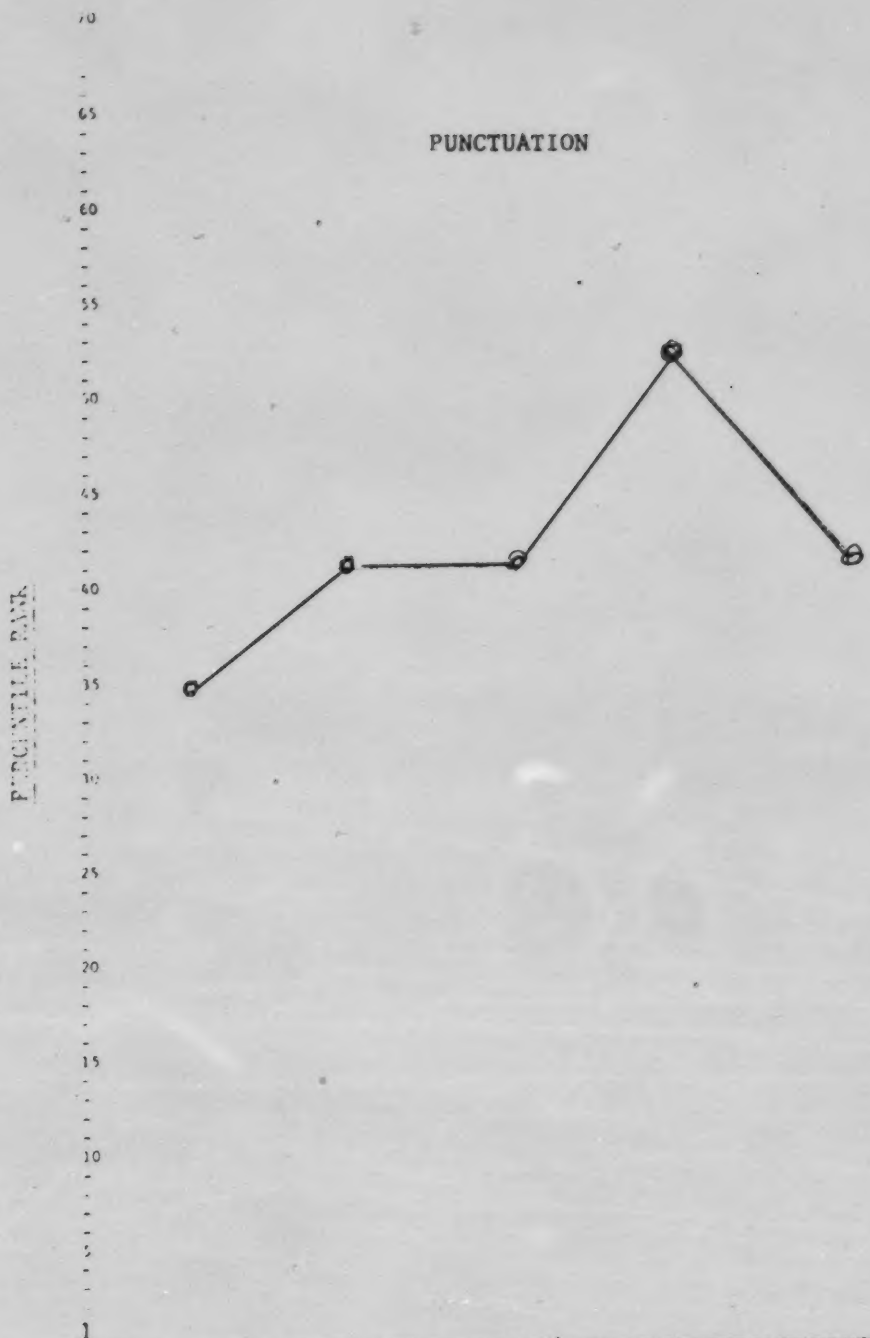


Figure - 47 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Educational Development Center

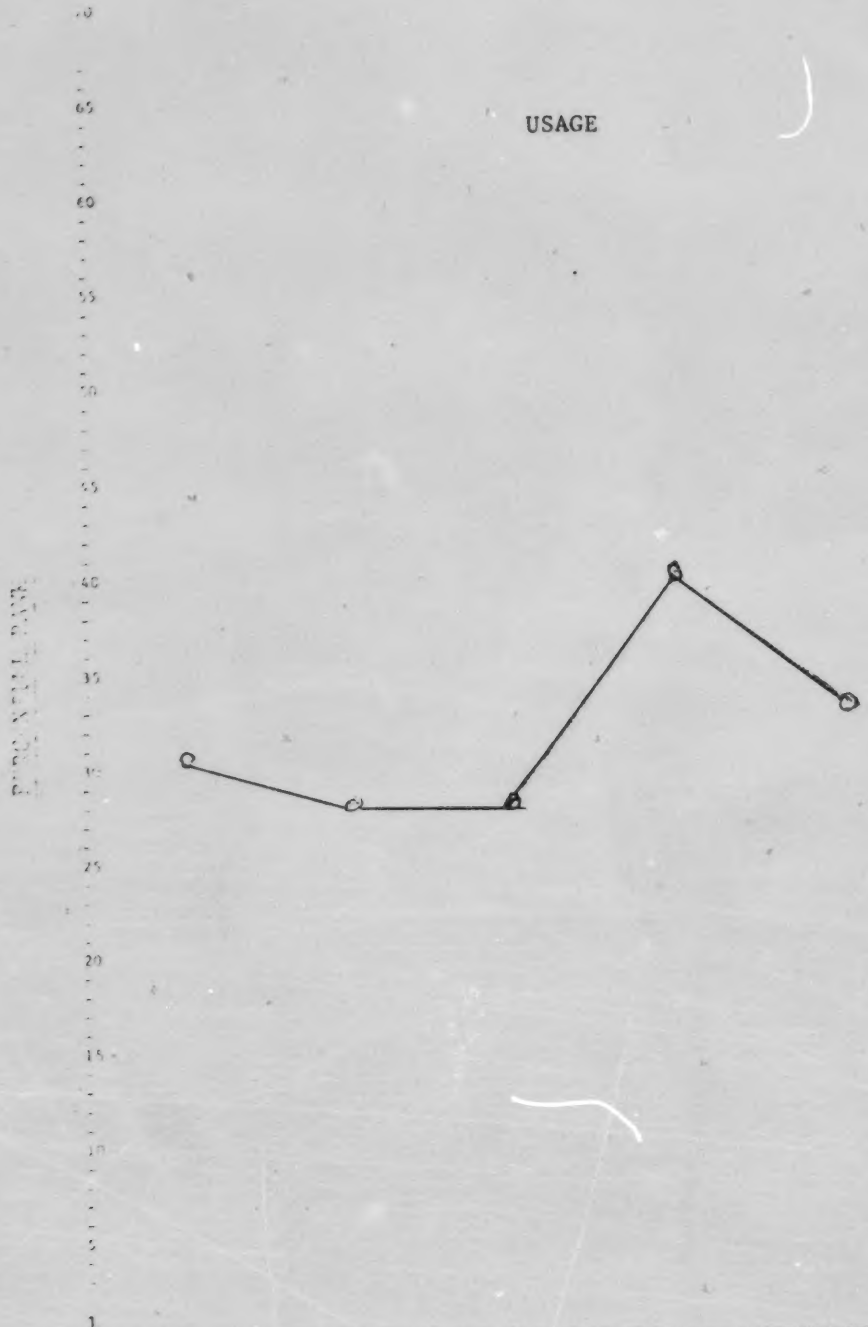
	1968	1969	1970	1971	1972
EDC	24	27	27	36	27

Figure - 48 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Educational Development Center



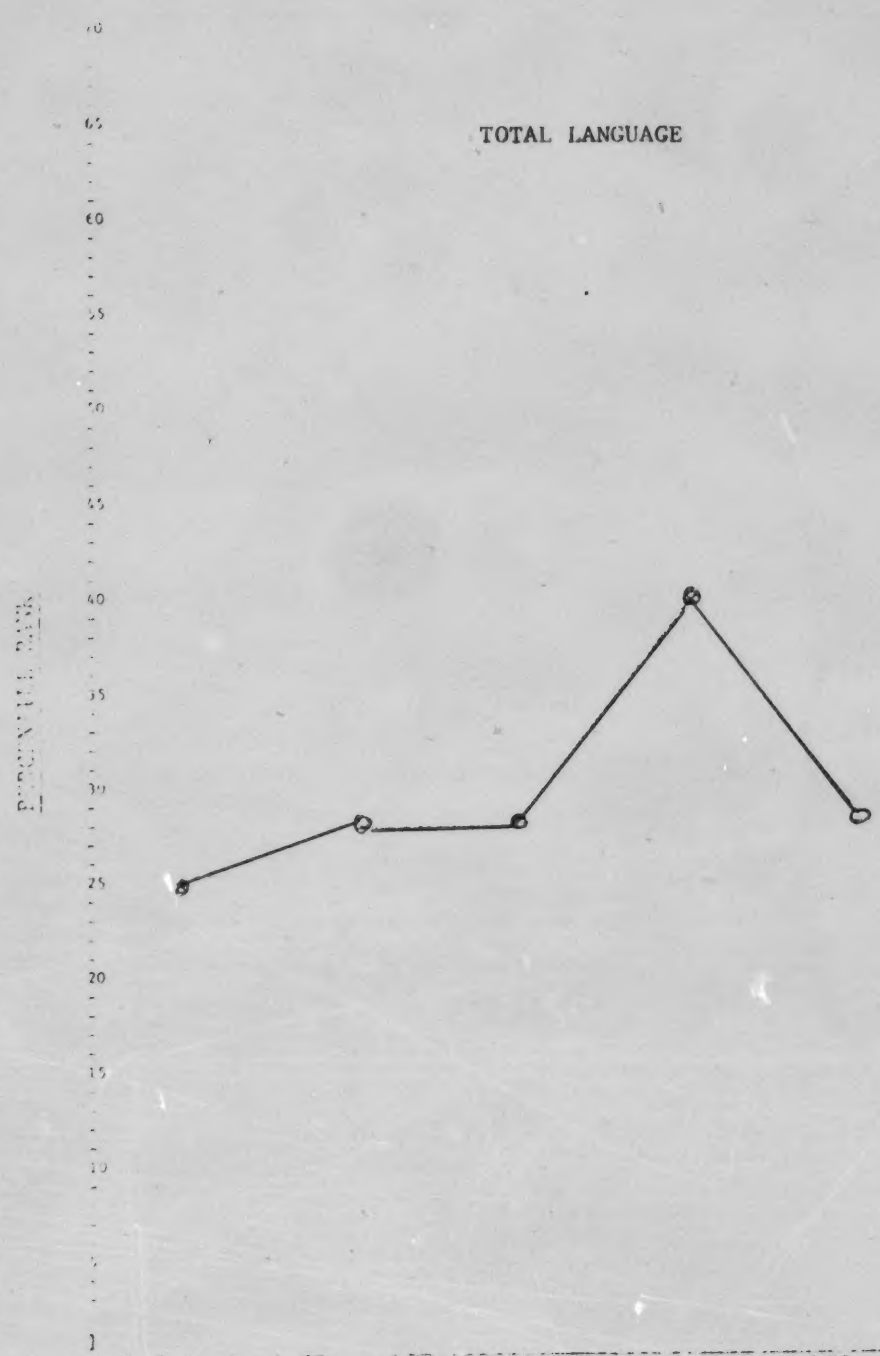
	1968	1969	1970	1971	1972
EDC	35	41	41	52	41

Figure - 49 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Educational Development Center



	1969	1970	1971	1972
EDC	31	28	40	33

Figure 50 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Educational Development Center



	1968	1969	1970	1971	1972
EDC	25	28	28	40	28

Figure - 51 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Educational Development Center

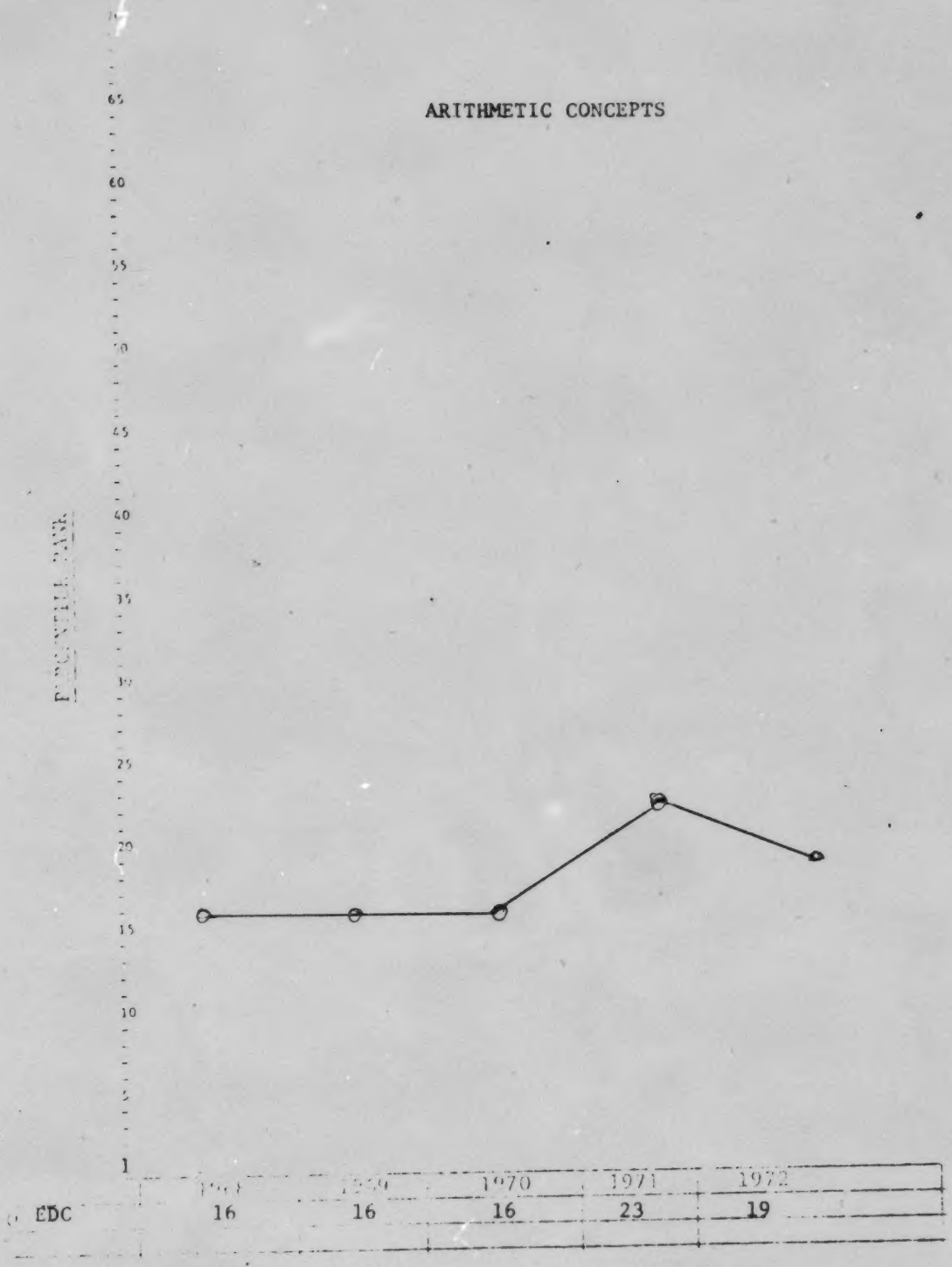
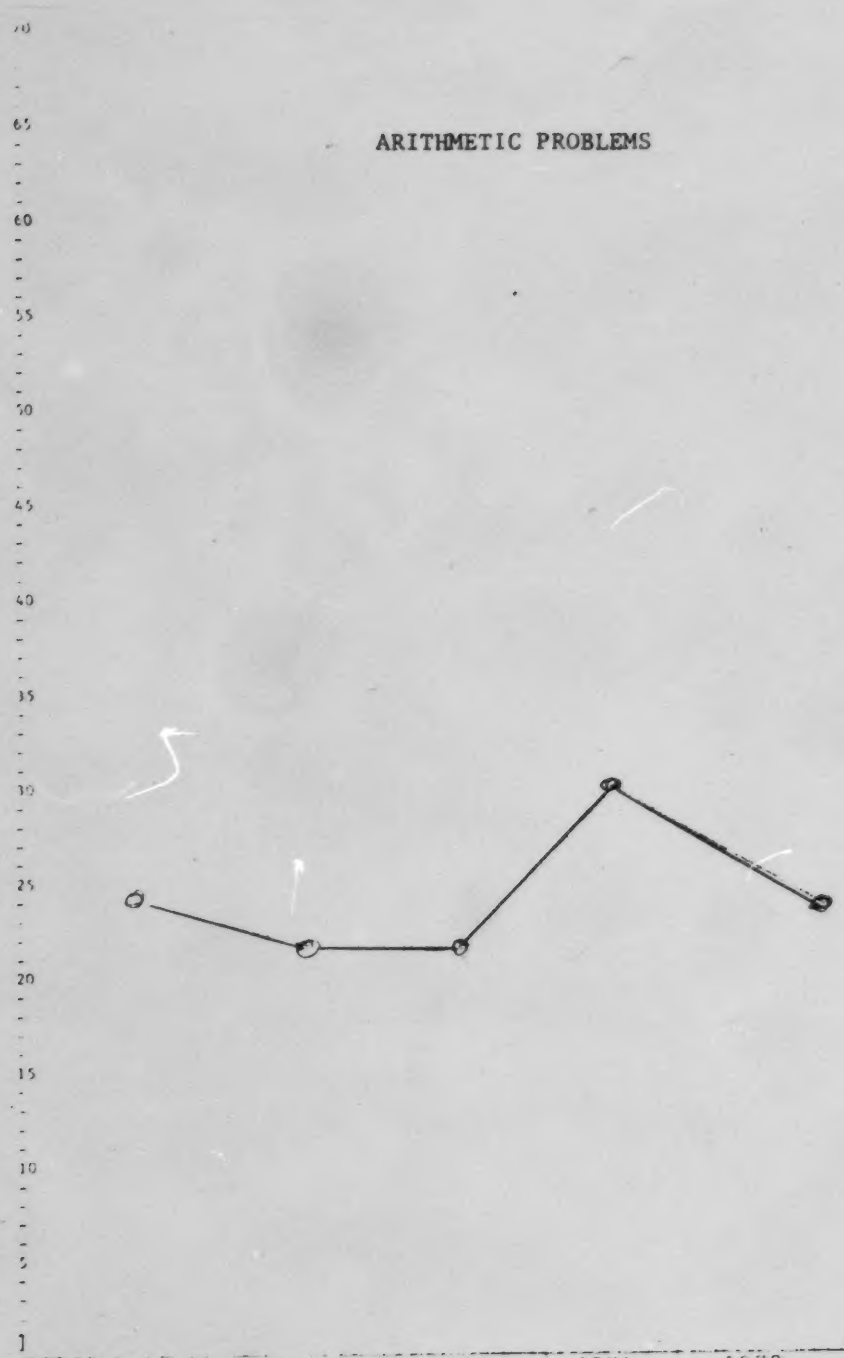
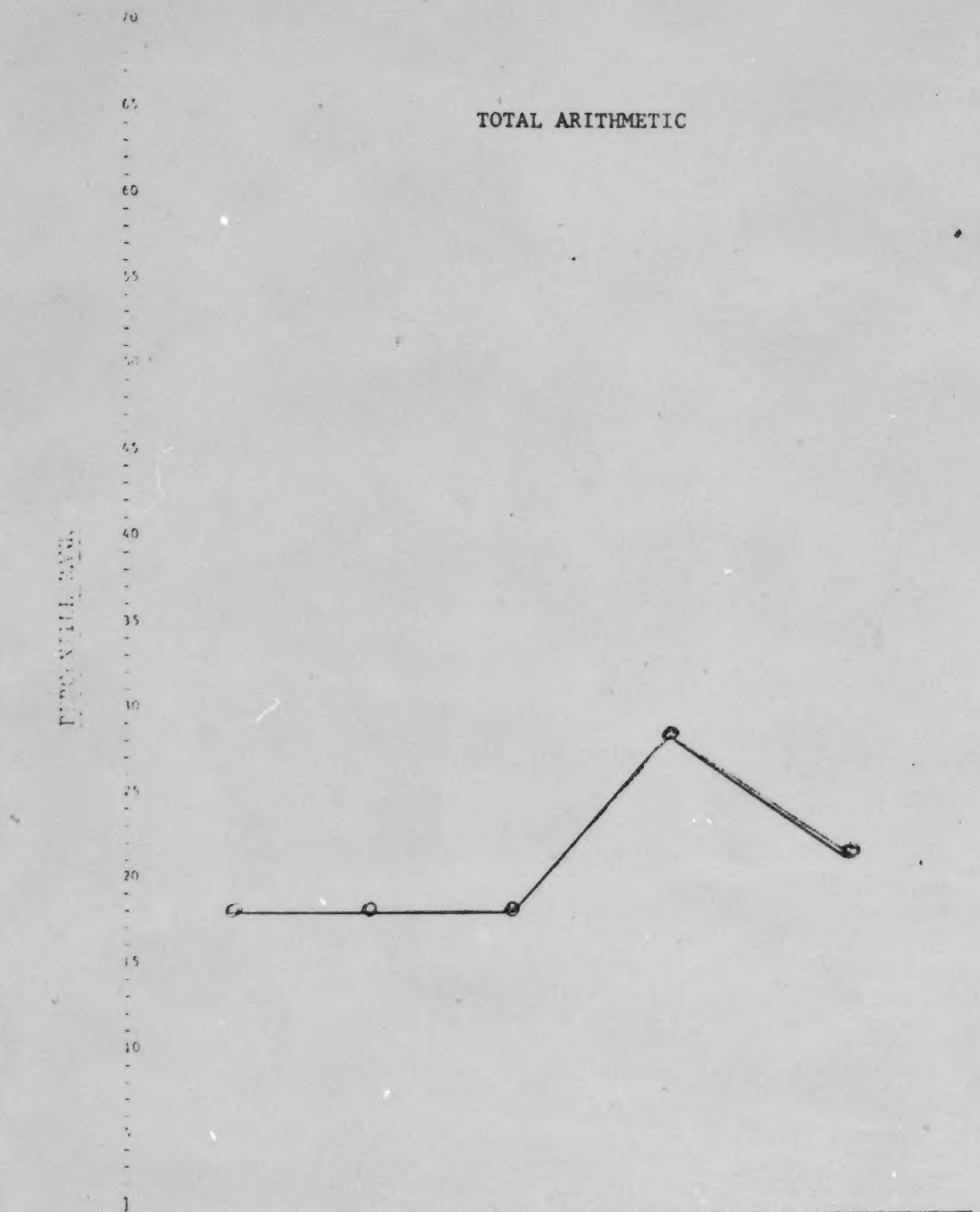


Figure - 52 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Educational Development Center



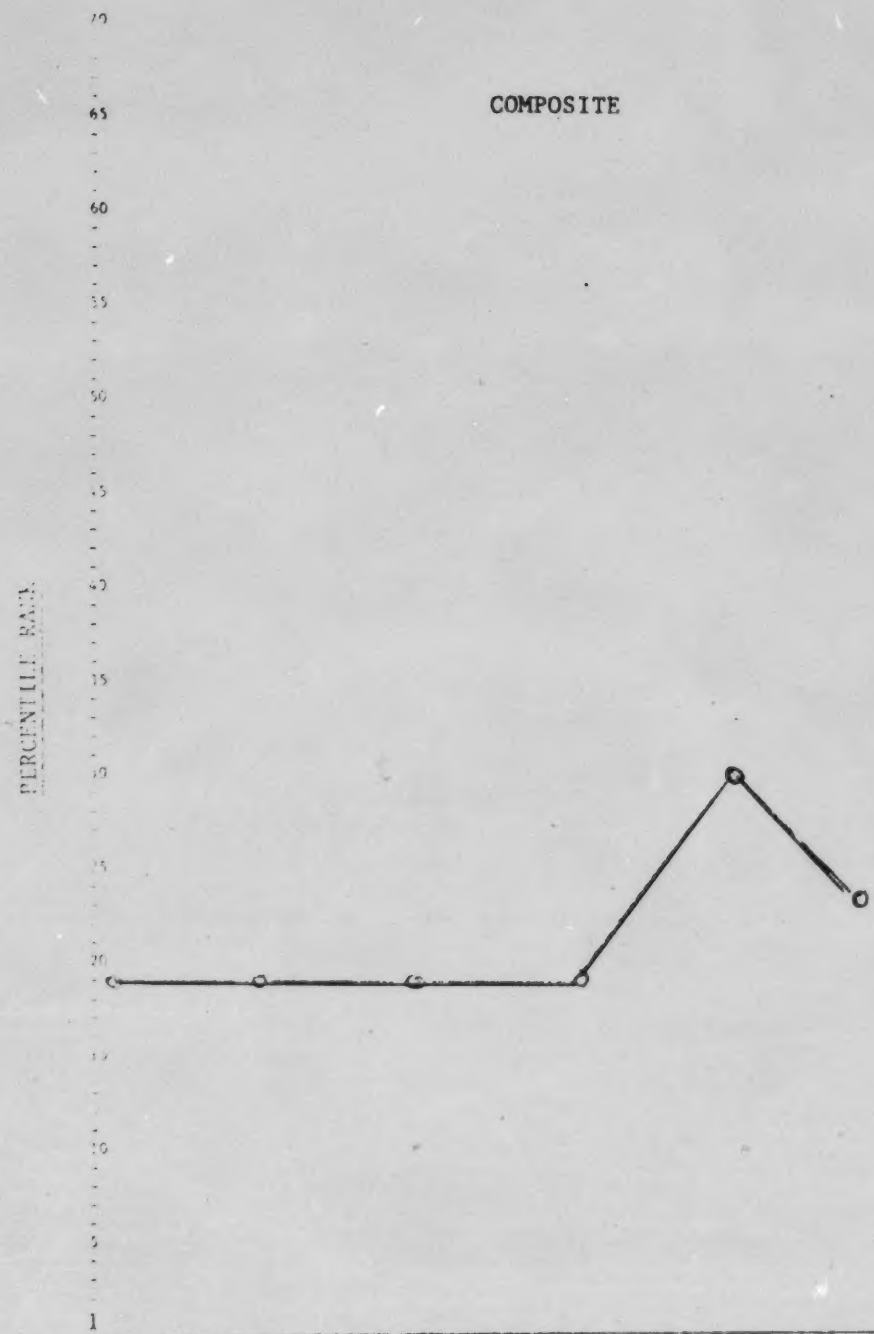
	1968	1969	1970	1971	1972
EDC	24	22	22	30	24

Figure - 53 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Educational Development Center



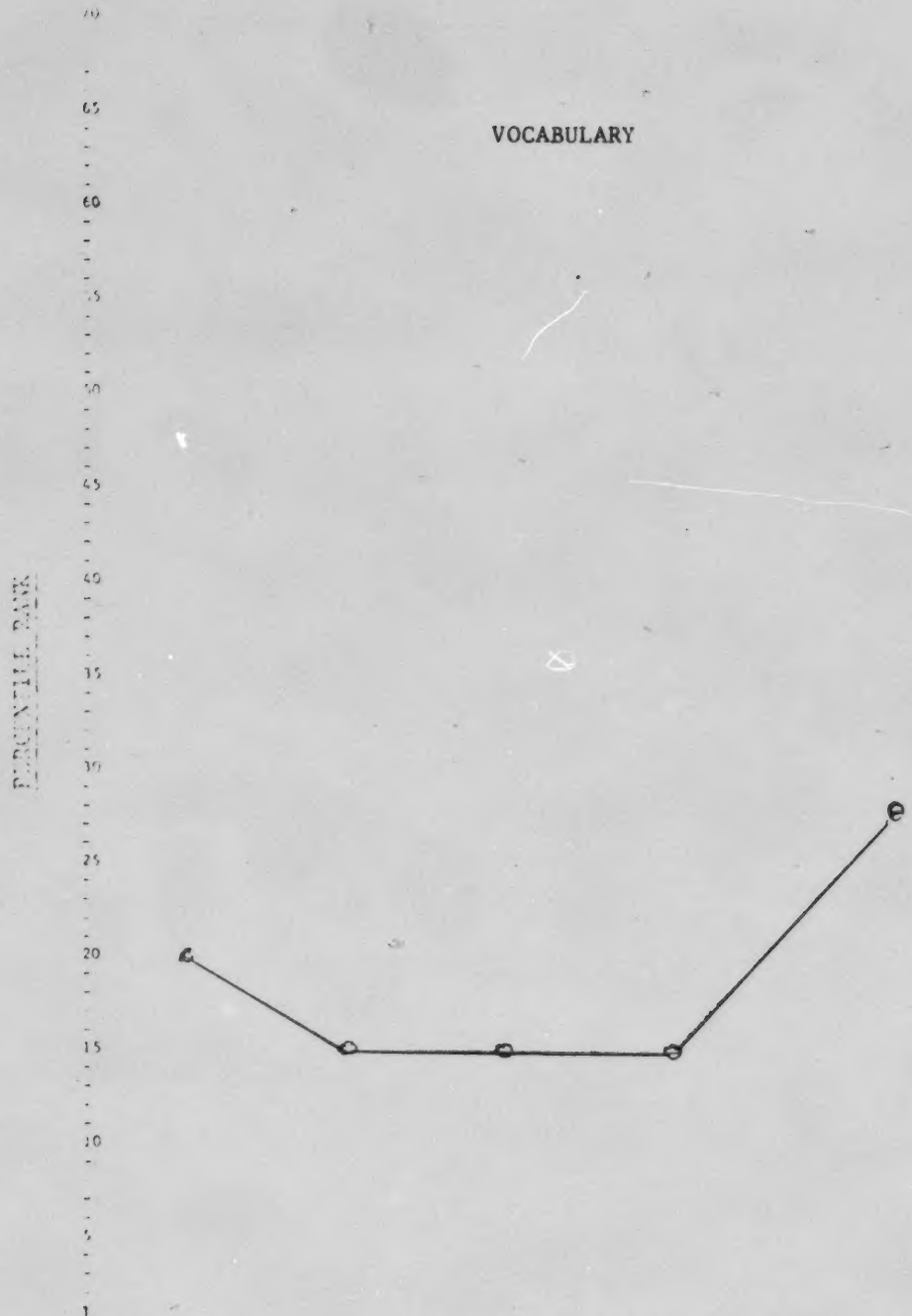
EDC	18	18	18	28	21

Figure - 54 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Educational Development Center



	1968	1969	1970	1971	1972
EDC	19	19	19	30	23

Figure - 55 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3

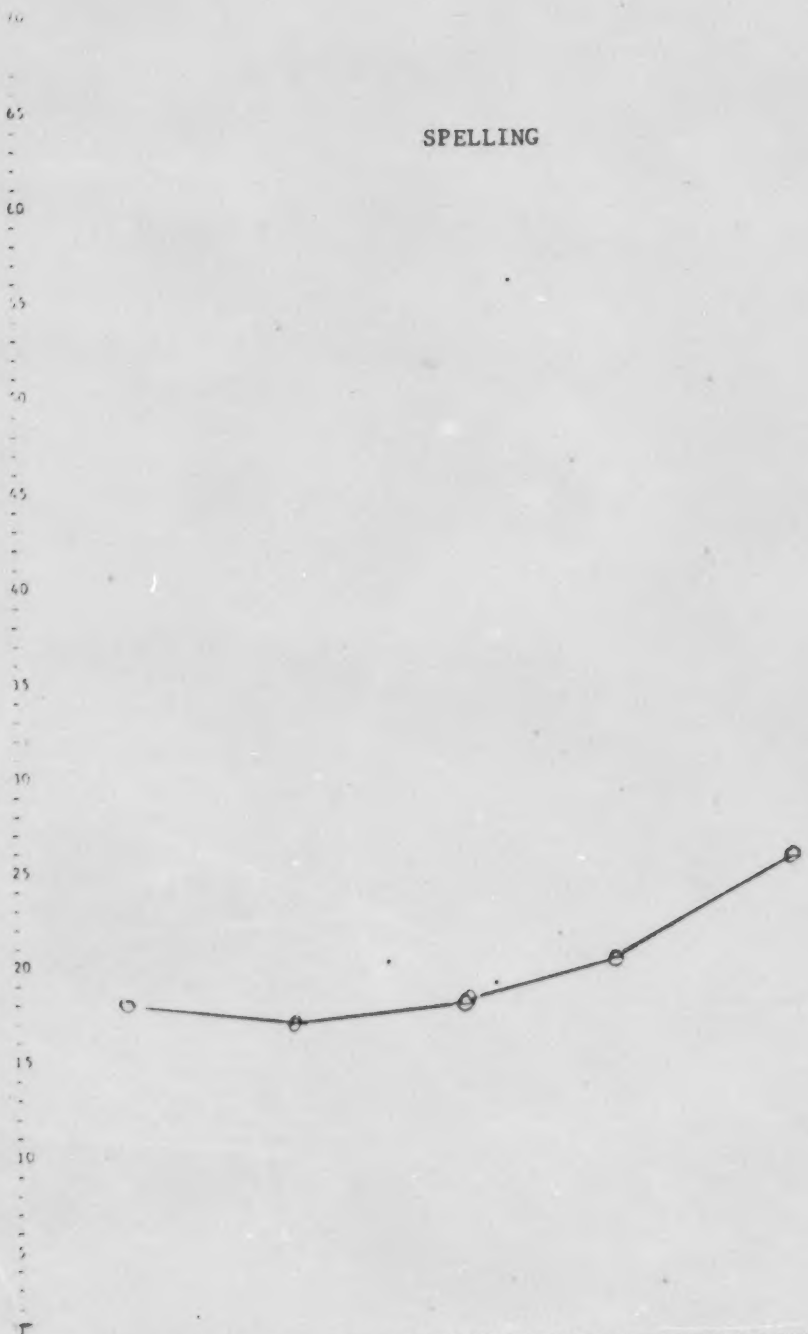


	1968	1969	1970	1971	1972
Florida Parent	20	15	15	15	28

Figure - 56 - Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent

Florida Parent	23	16	18	21	23

Figure - 57 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent



	1968	1969	1970	1971	1972
Florida Parent	18	16	18	20	26

Figure - 58 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent

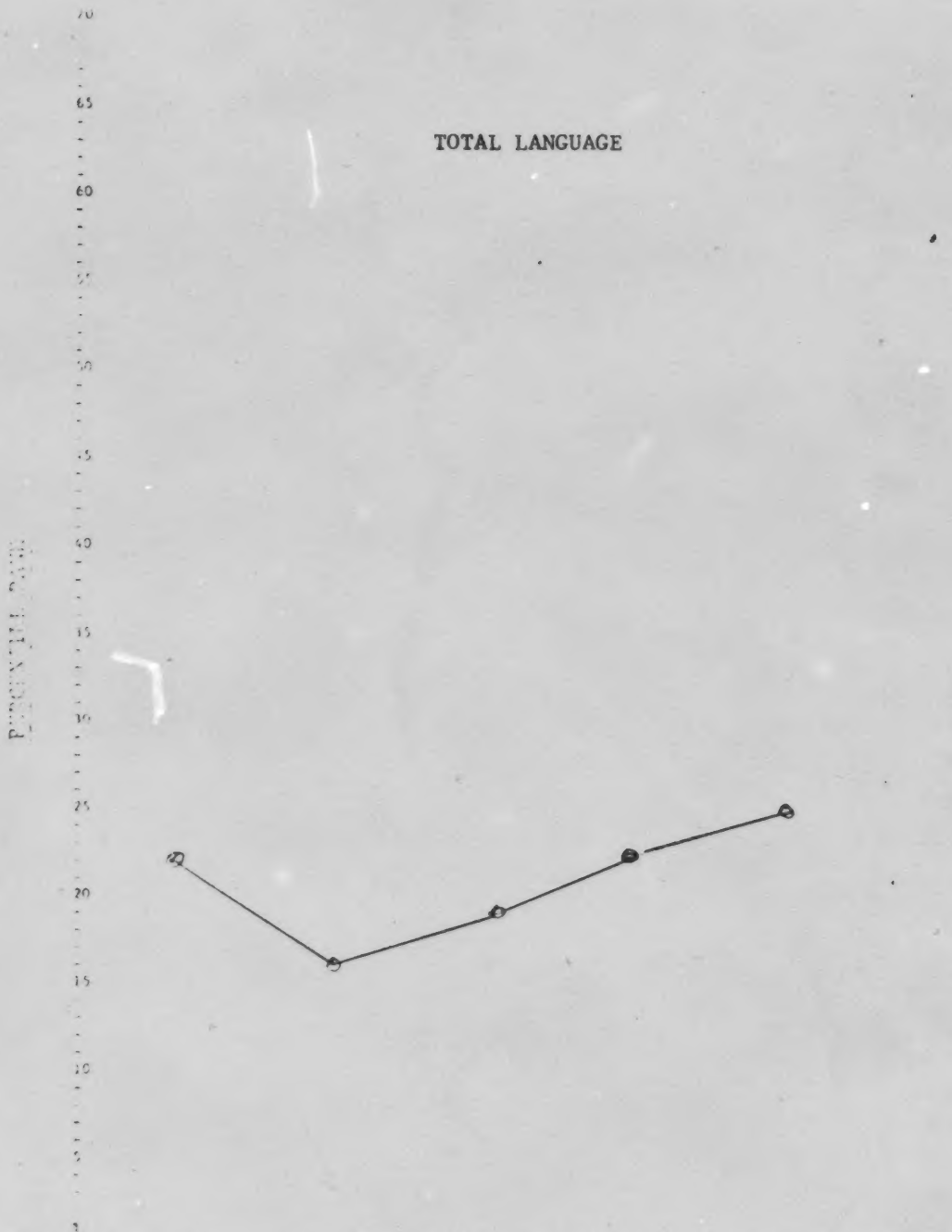
Figure - 59 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent

	1968	1969	1970	1971	1972
Florida					
Parent	38	26	32	29	32

Figure - 60 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent

	1968	1969	1970	1971	1972
Florida Parent	24	21	21	24	26

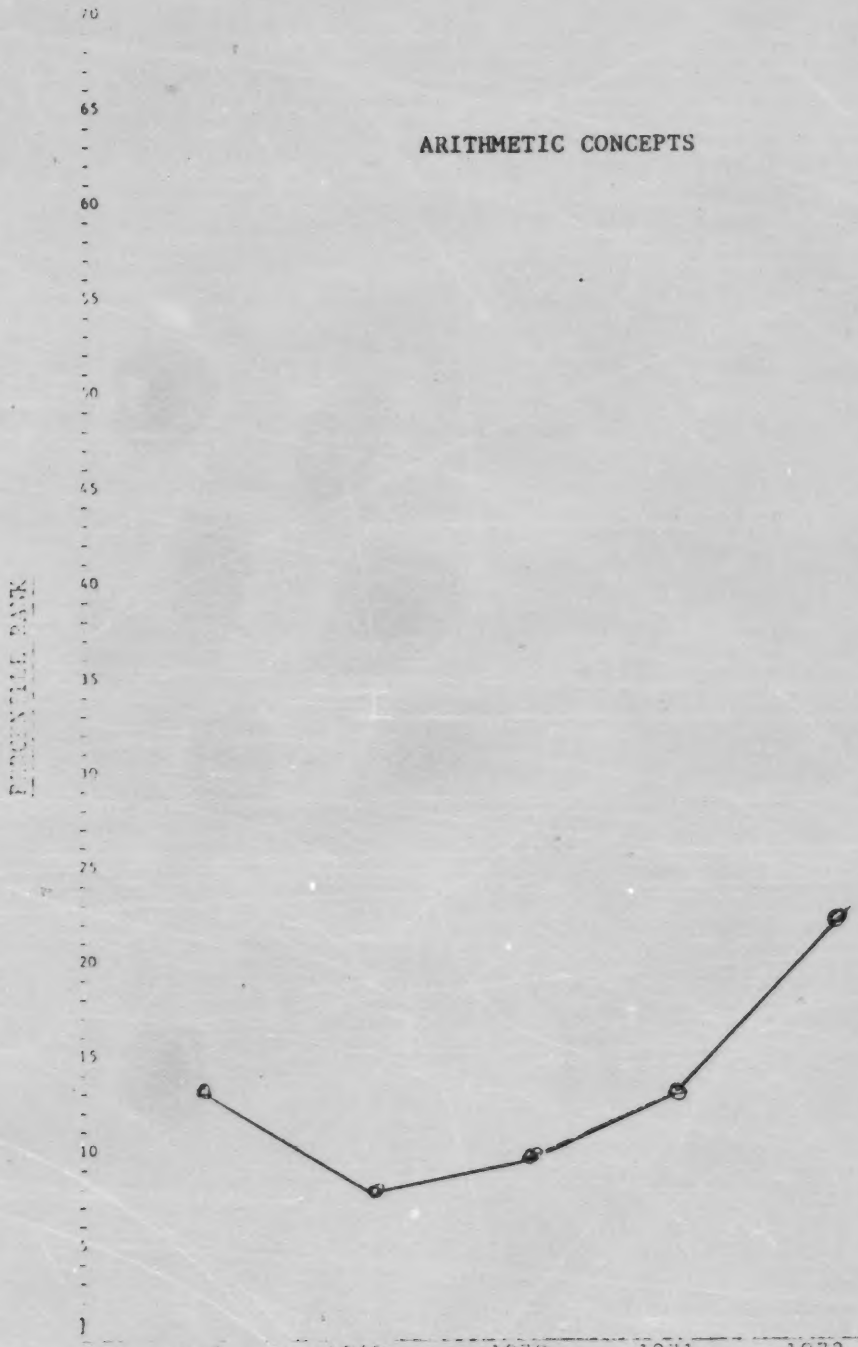
Figure - 61 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent



			1970	1971	1972
Florida Parent	22	16	19	22	25

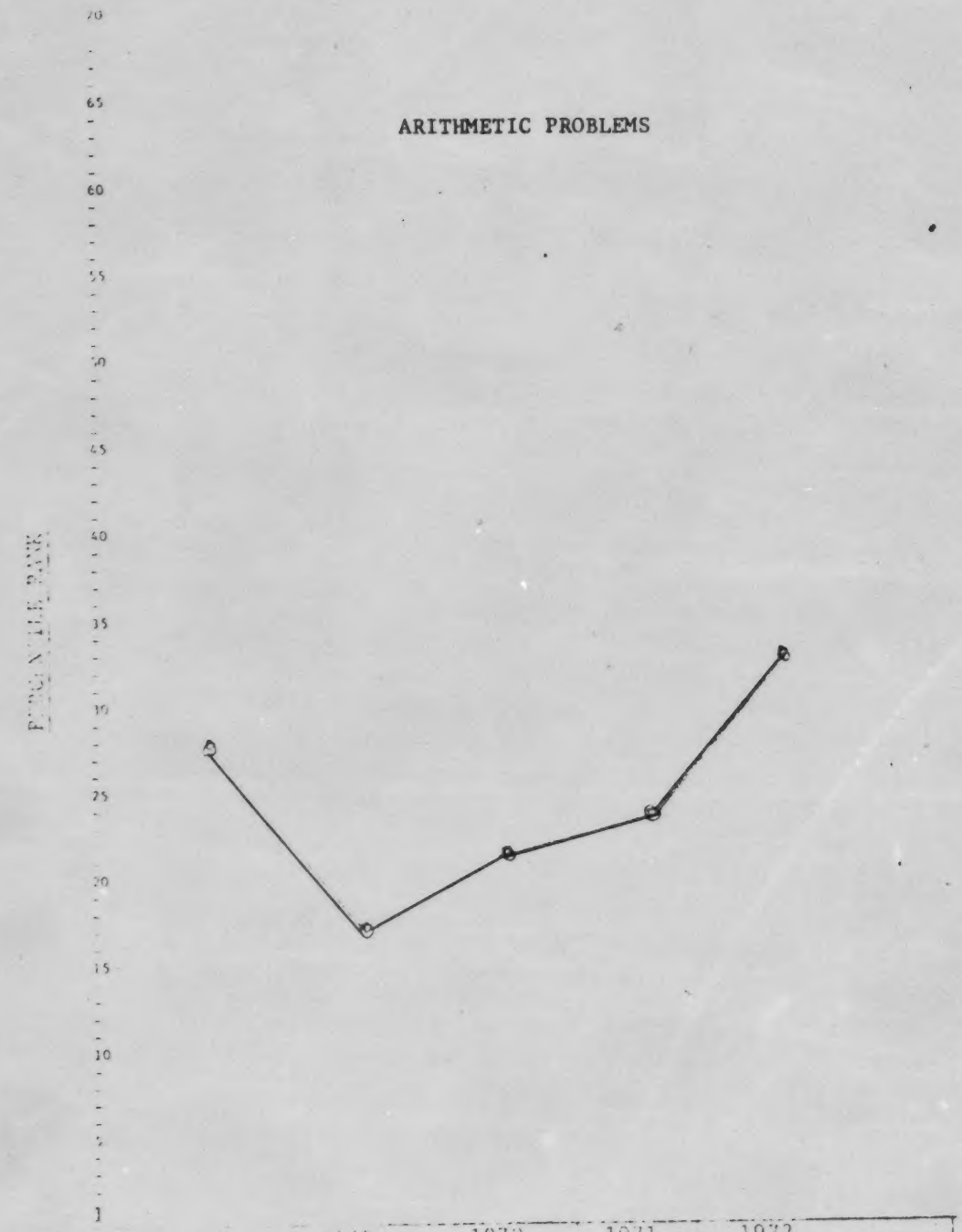
Figure - 62 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent

ARITHMETIC CONCEPTS



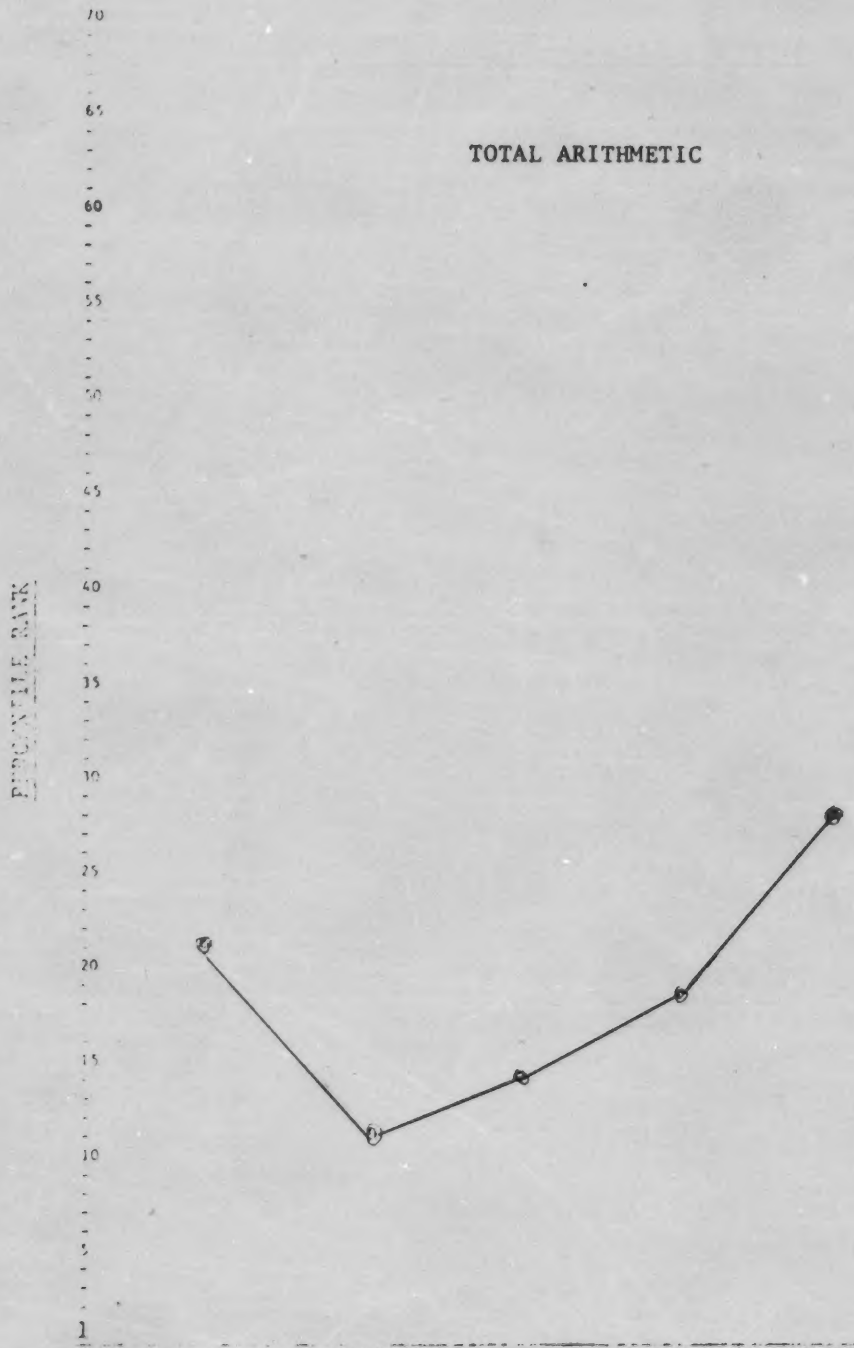
	1968	1969	1970	1971	1972
Flordia Parent	13	8	10	13	23

Figure - 63 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent



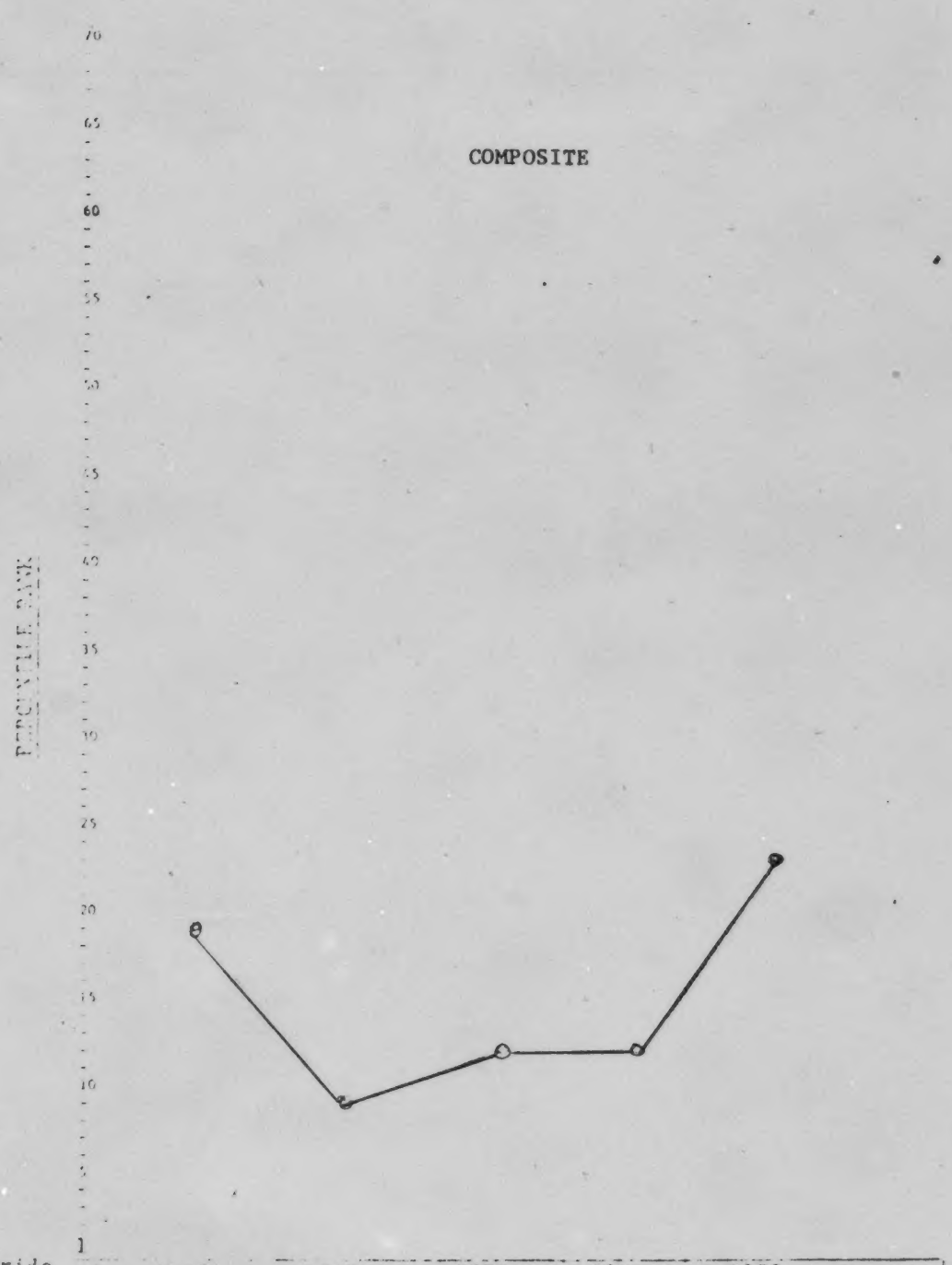
	1968	1969	1970	1971	1972
Florida Parent	27	17	22	24	33

Figure - 64 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent



	1968	1969	1970	1971	1972
Florida Parent	21	11	14	18	28

Figure - 65 Spring Testing Trend Lines, 1963-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent

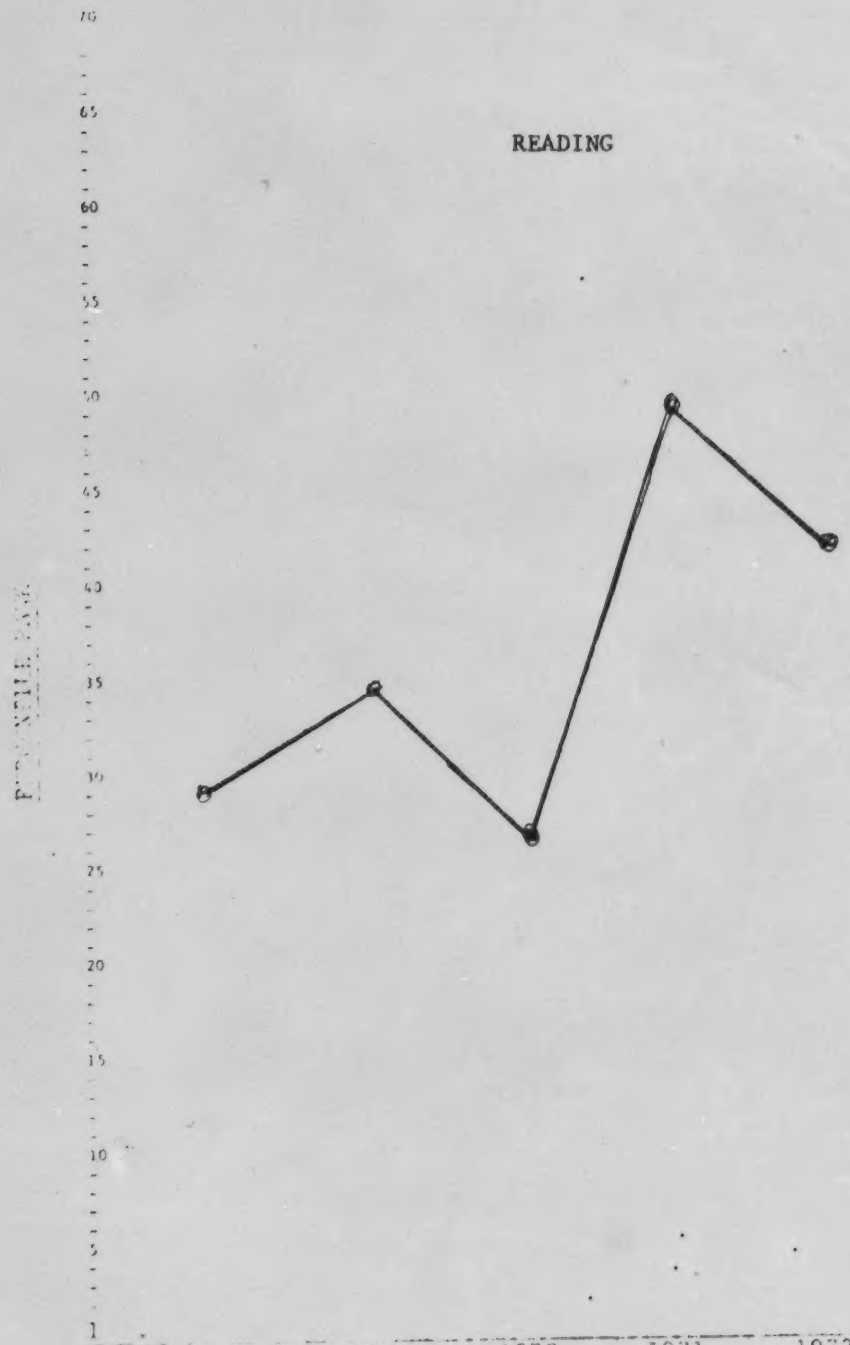


0 Florida	1968	1969	1970	1971	1972
Parent	19	9	12	12	23

Figure - 66 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Florida Parent

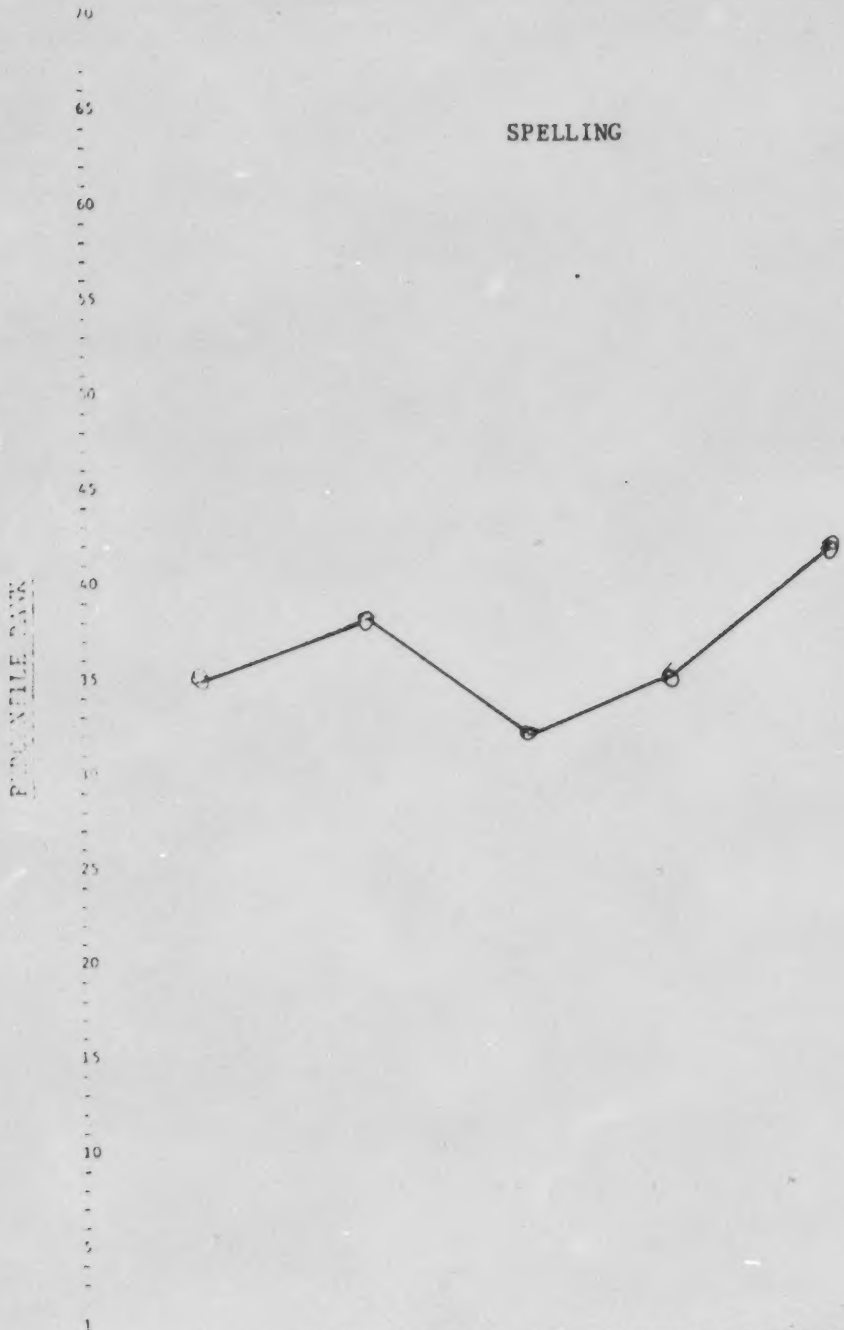
			1970	1971	1972
Parent Implemented	33	33	28	35	38

Figure 67 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented



Parent	1968	1969	1970	1971	1972
Implemented	29	35	26	49	41

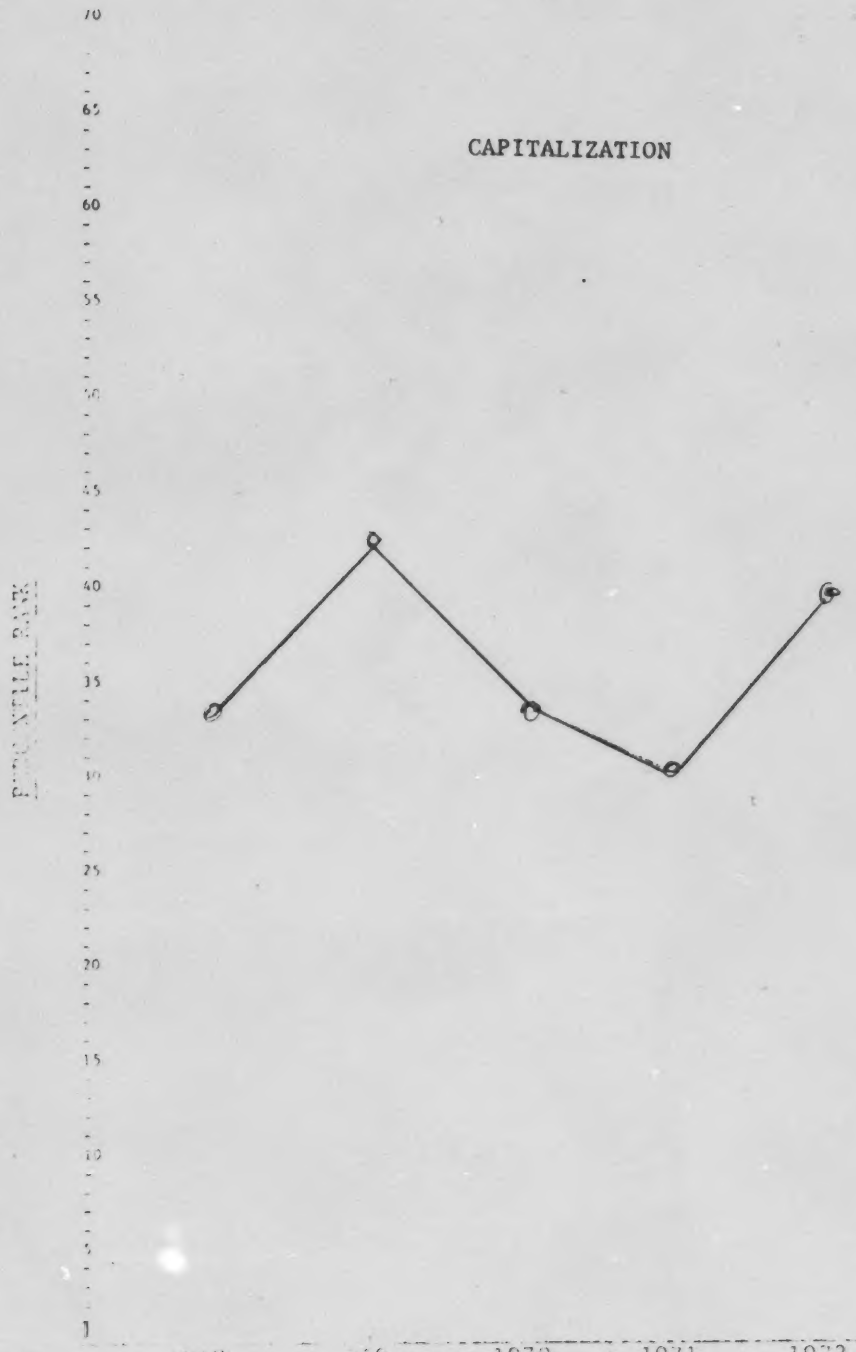
Figure - 68 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented



	1968	1969	1970	1971	1972
Parent Implemented	35	38	32	35	41

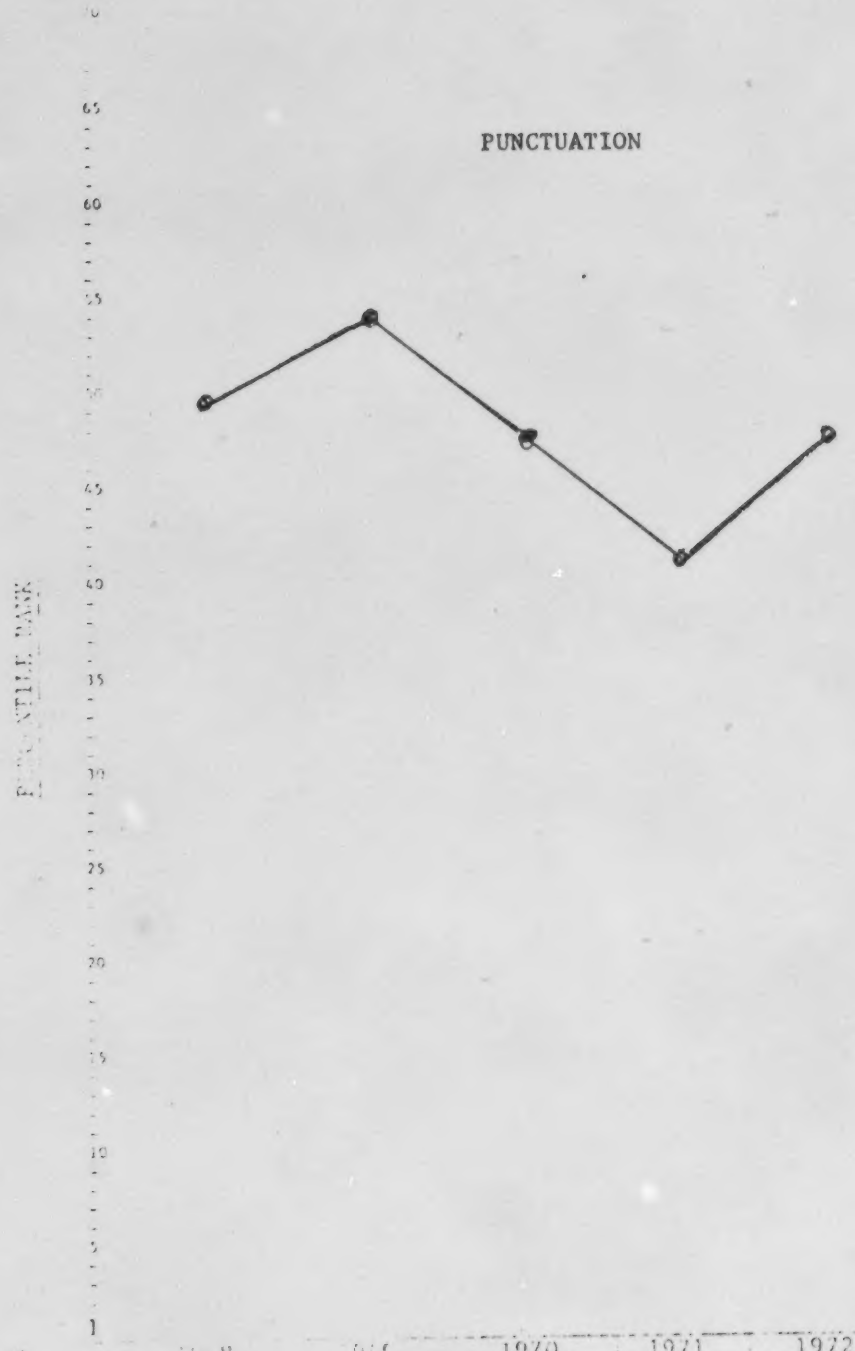
Figure - 69

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented



Parent	1968	1969	1970	1971	1972
Implemented	33	42	33	30	39

Figure - 70 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented



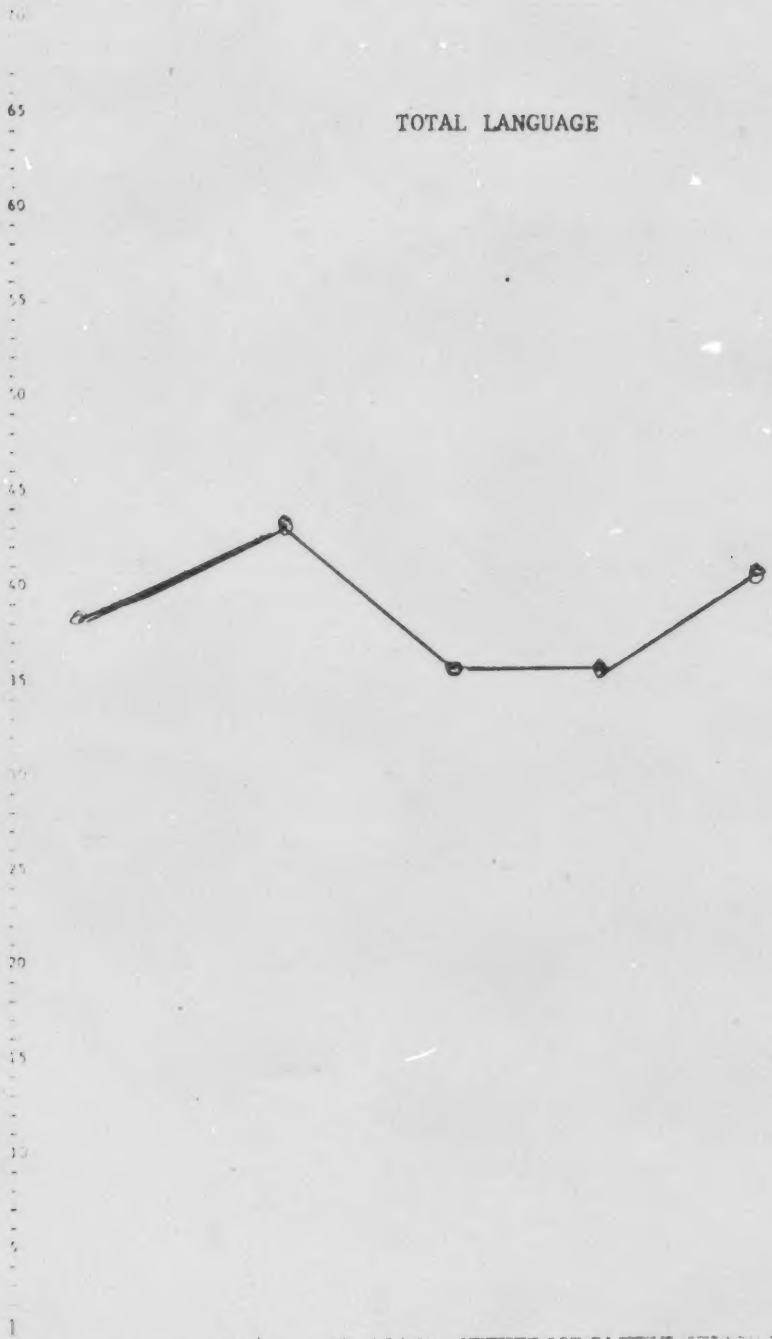
	1968	1969	1970	1971	1972
Parent Implemented	49	54	47	41	47

Figure - 71 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented

			1970	1971	1972
Parent Implemented	33	38	33	35	38

Figure 72

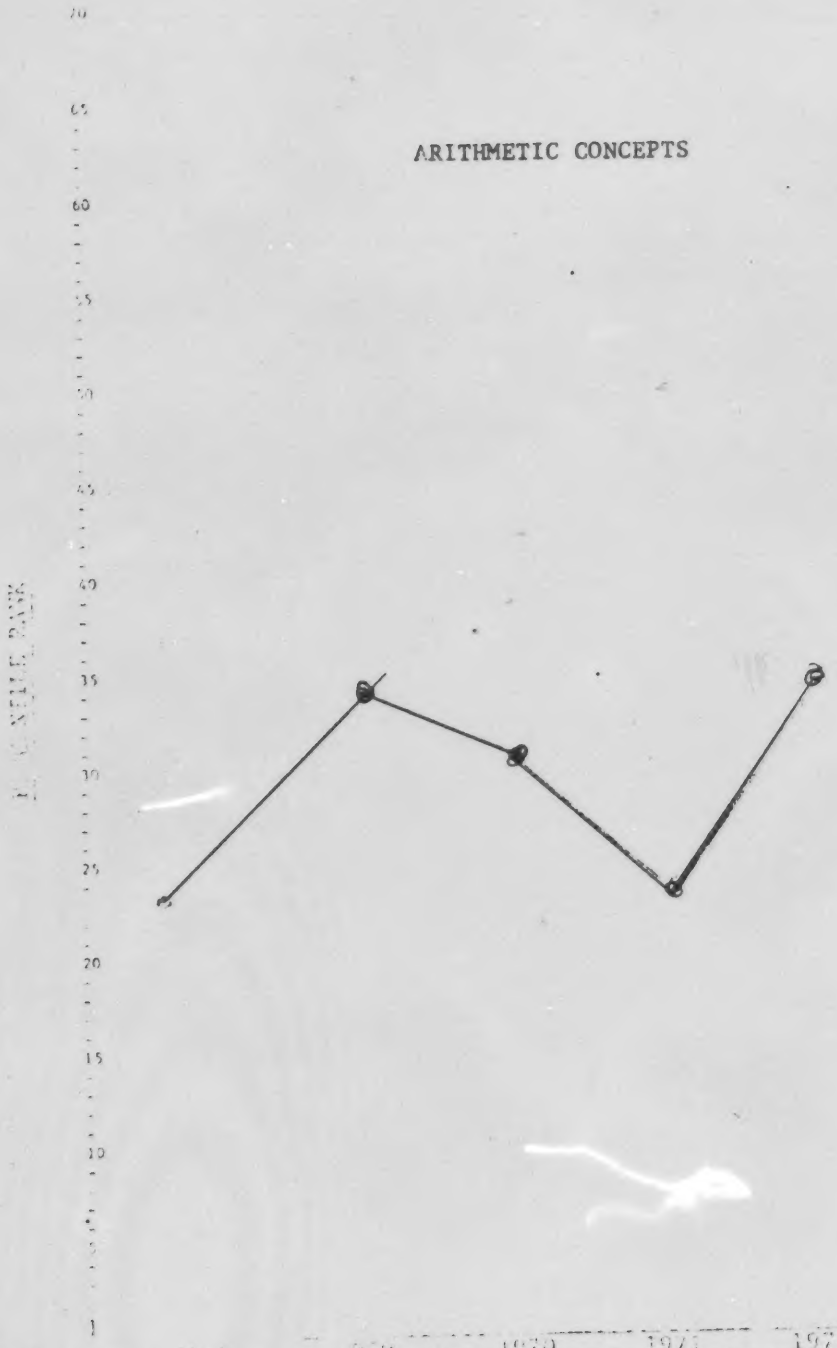
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented



			1970	1971	1972
Parent Implemented	38	42	35	35	40

Figure - 73

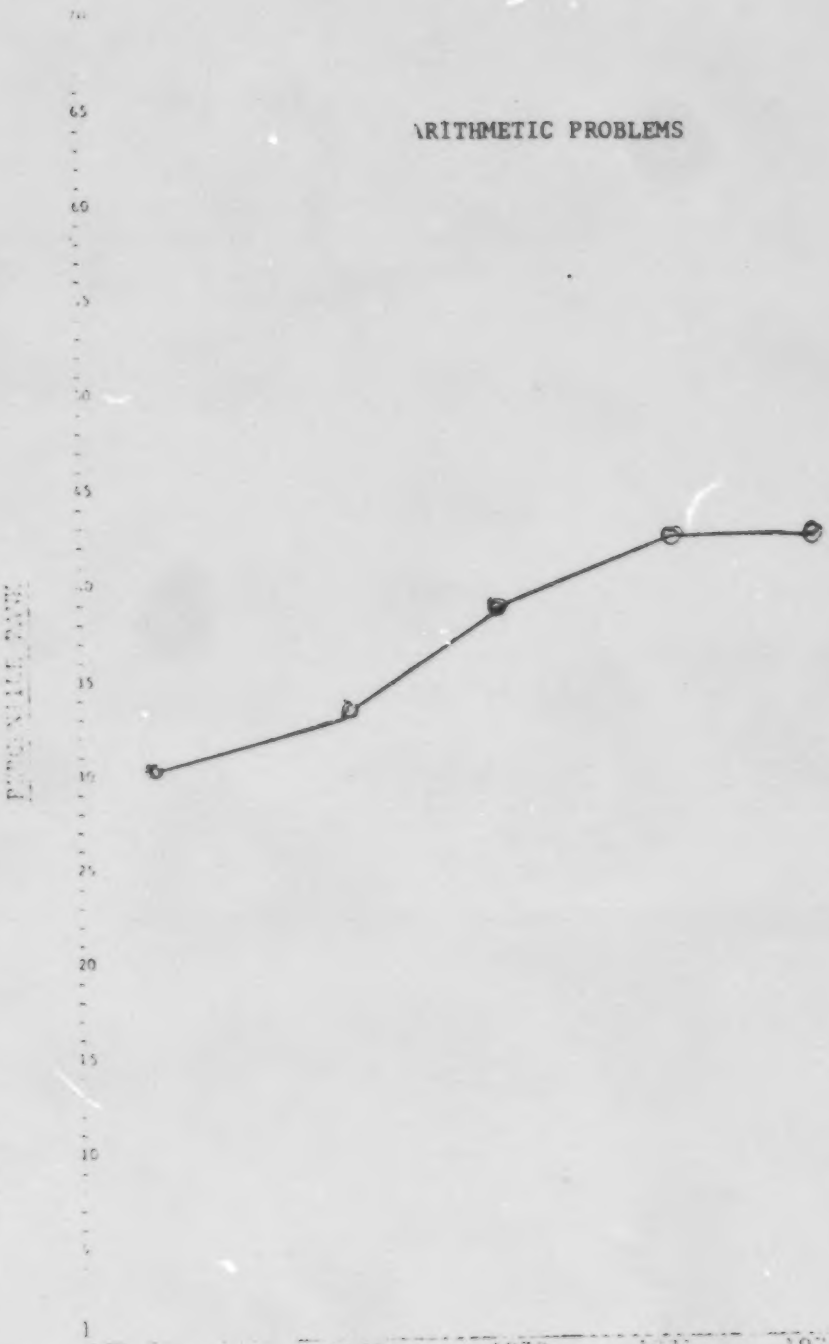
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented



0 Parent Implemented	23	34	30	23	34

Figure - 74

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented

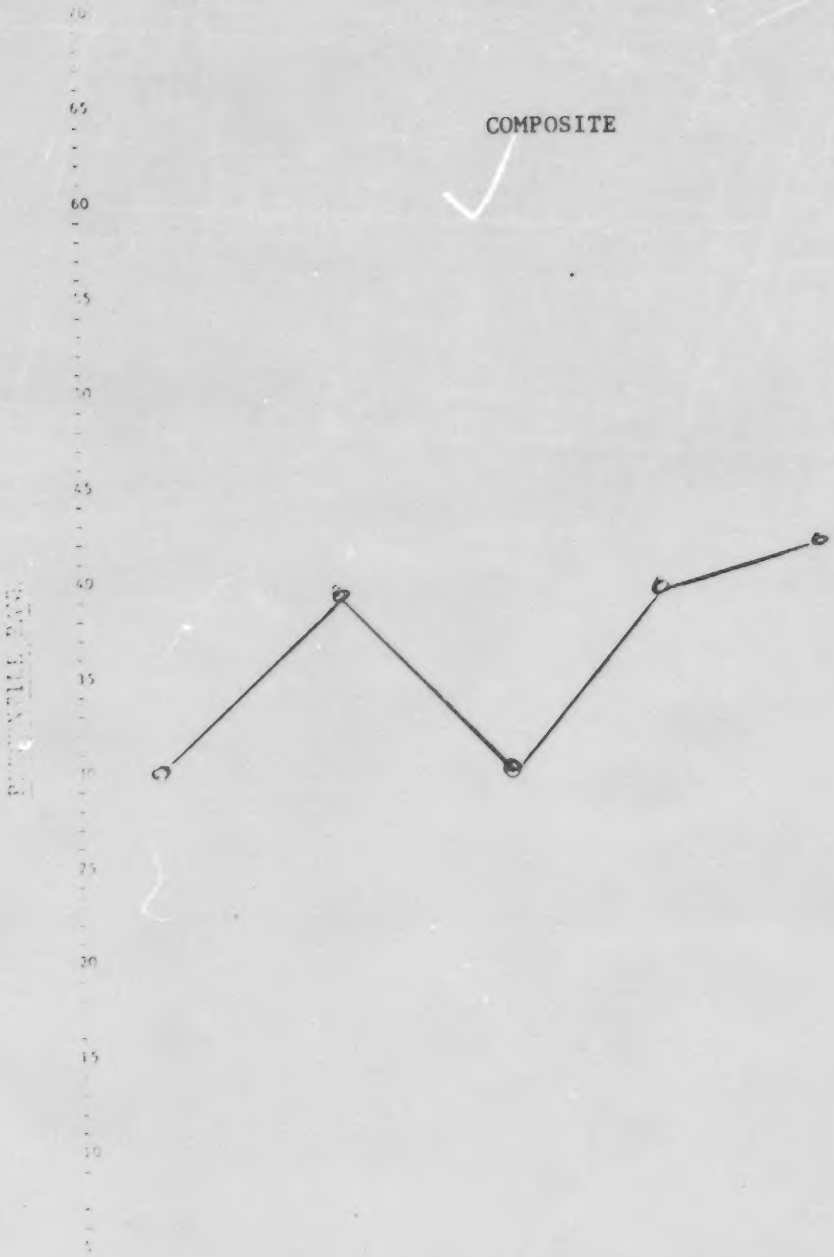


Parent Implemented	30	33	39	42	42

Figure - 75 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented

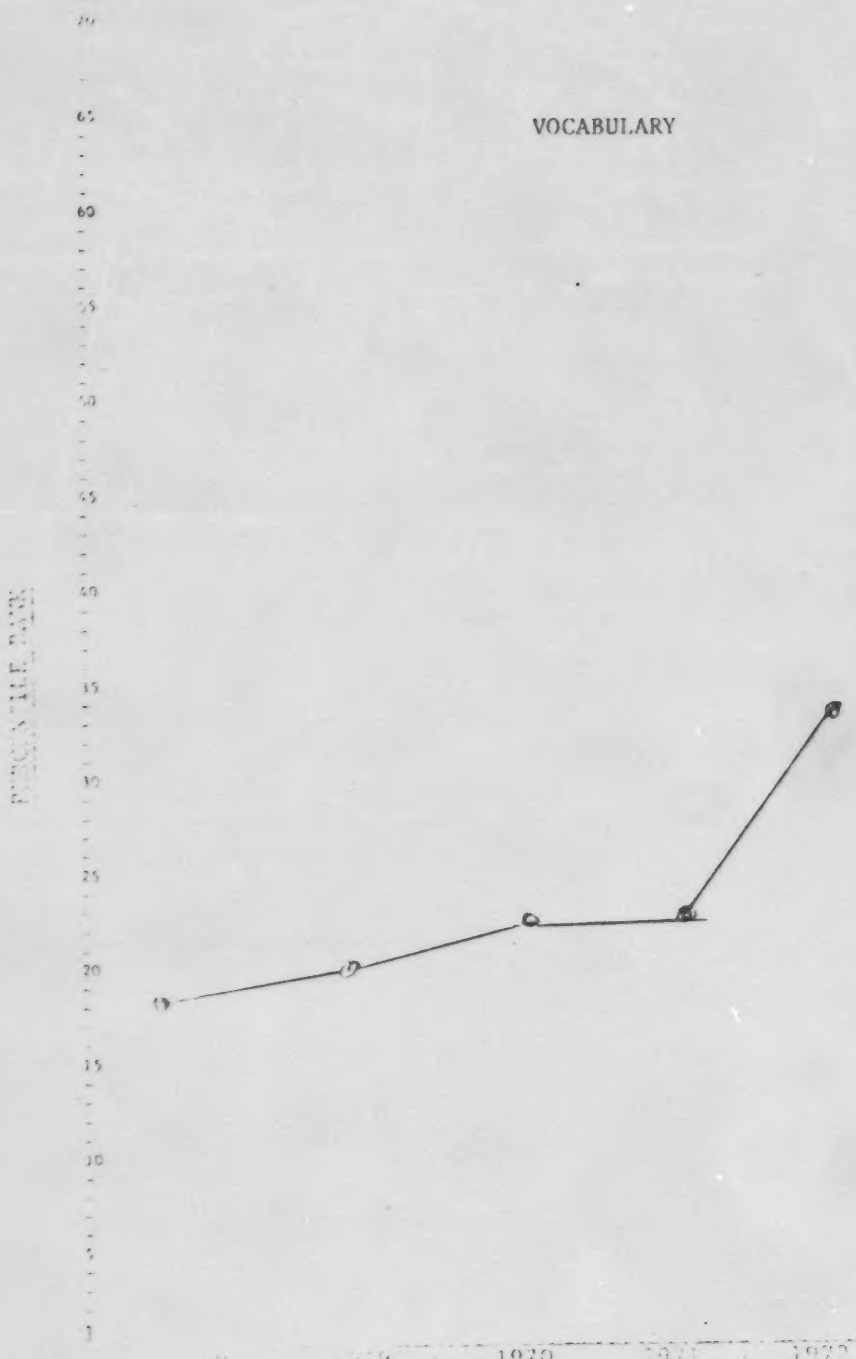
		1969	1970	1971	1972
○	Parent Implemented	28	35	32	39

Figure - 76 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented



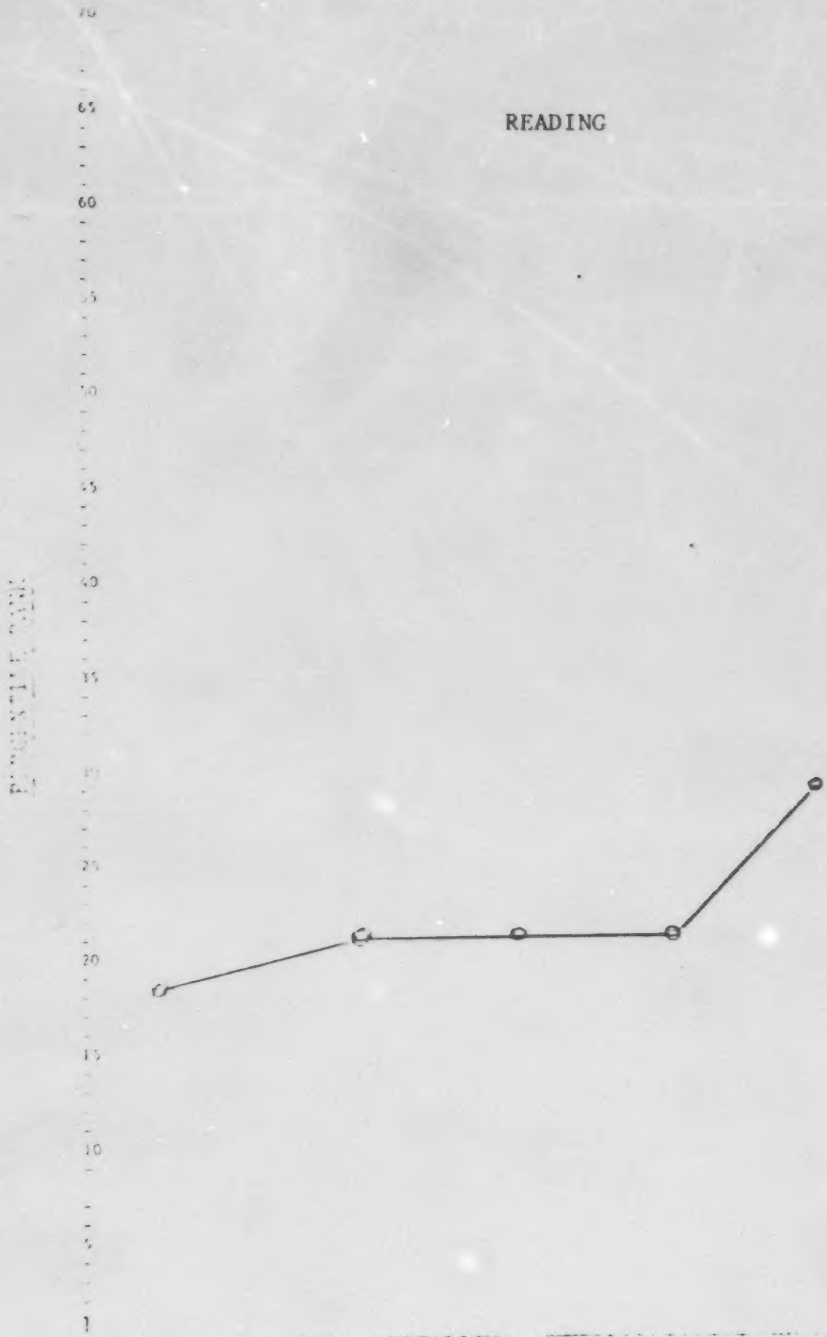
Parent Implemented	1968	1969	1970	1971	1972
	30	38	30	38	41

Figure - 77 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Parent Implemented



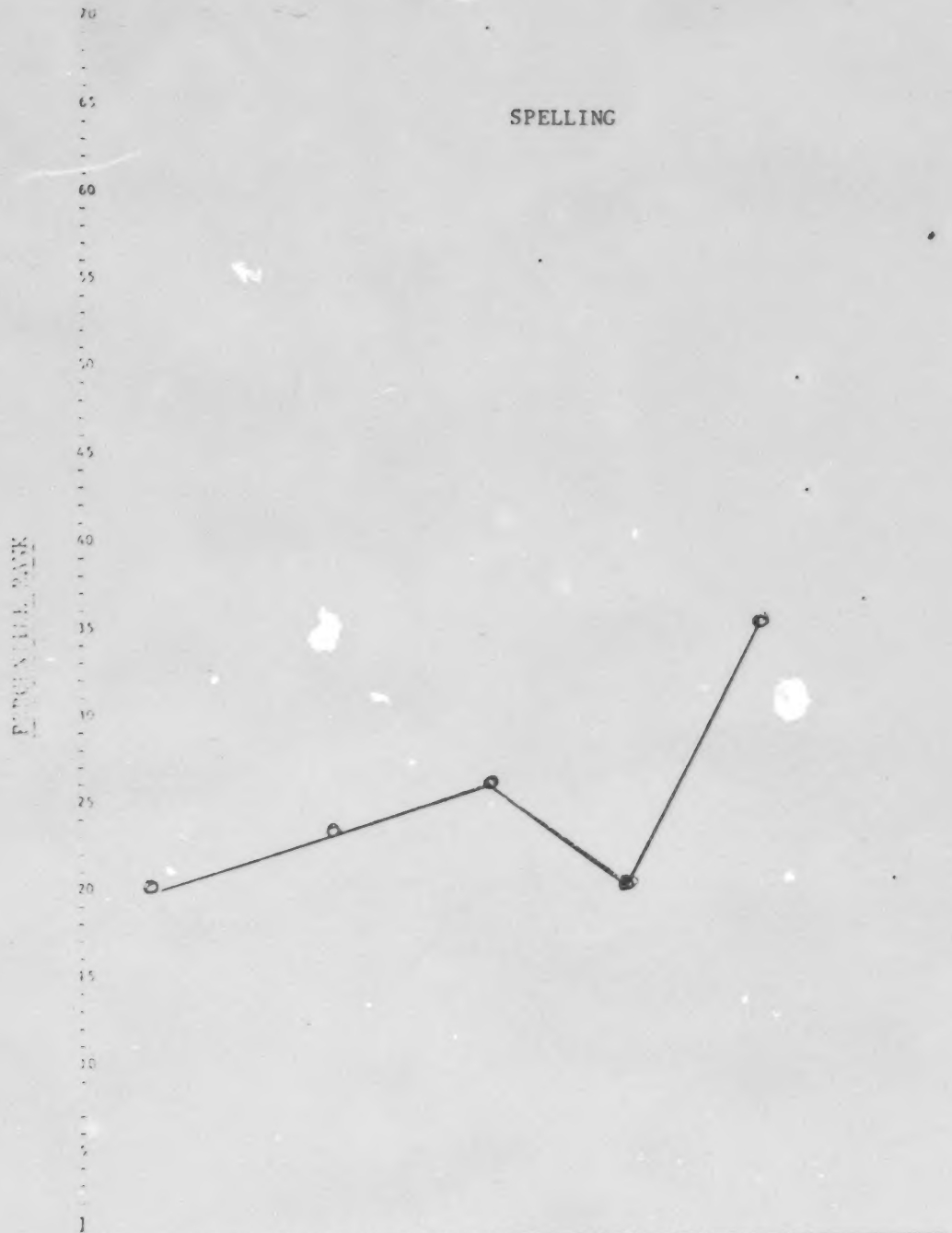
			1970		1972
Phila. Proc.	18	20	22	22	33

Figure - 78 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model



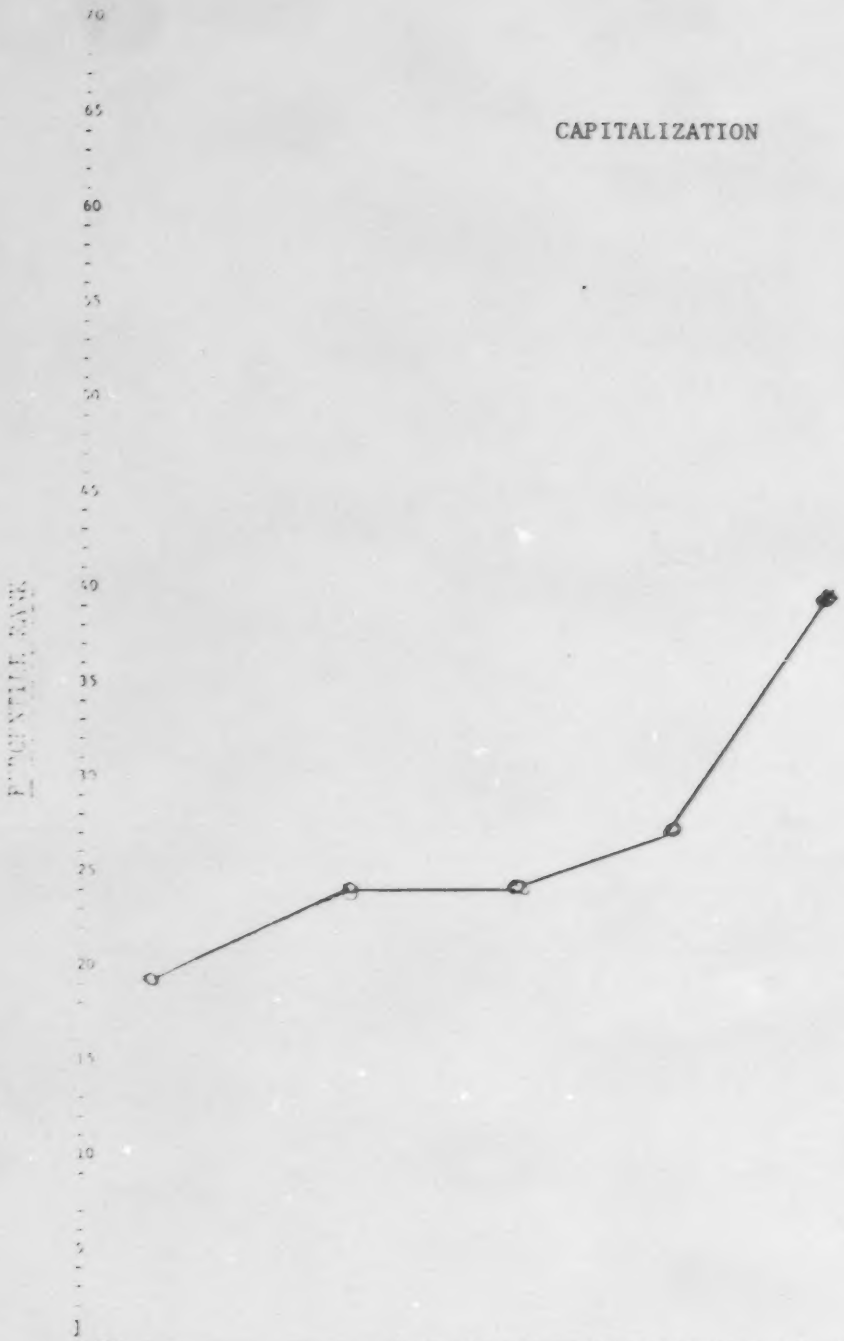
	1970		1972
Phila. Proc.	21	21	29

Figure - 79. Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model



	1968	1969	1970	1971	1972
Phila. Proc.	20	23	26	20	35

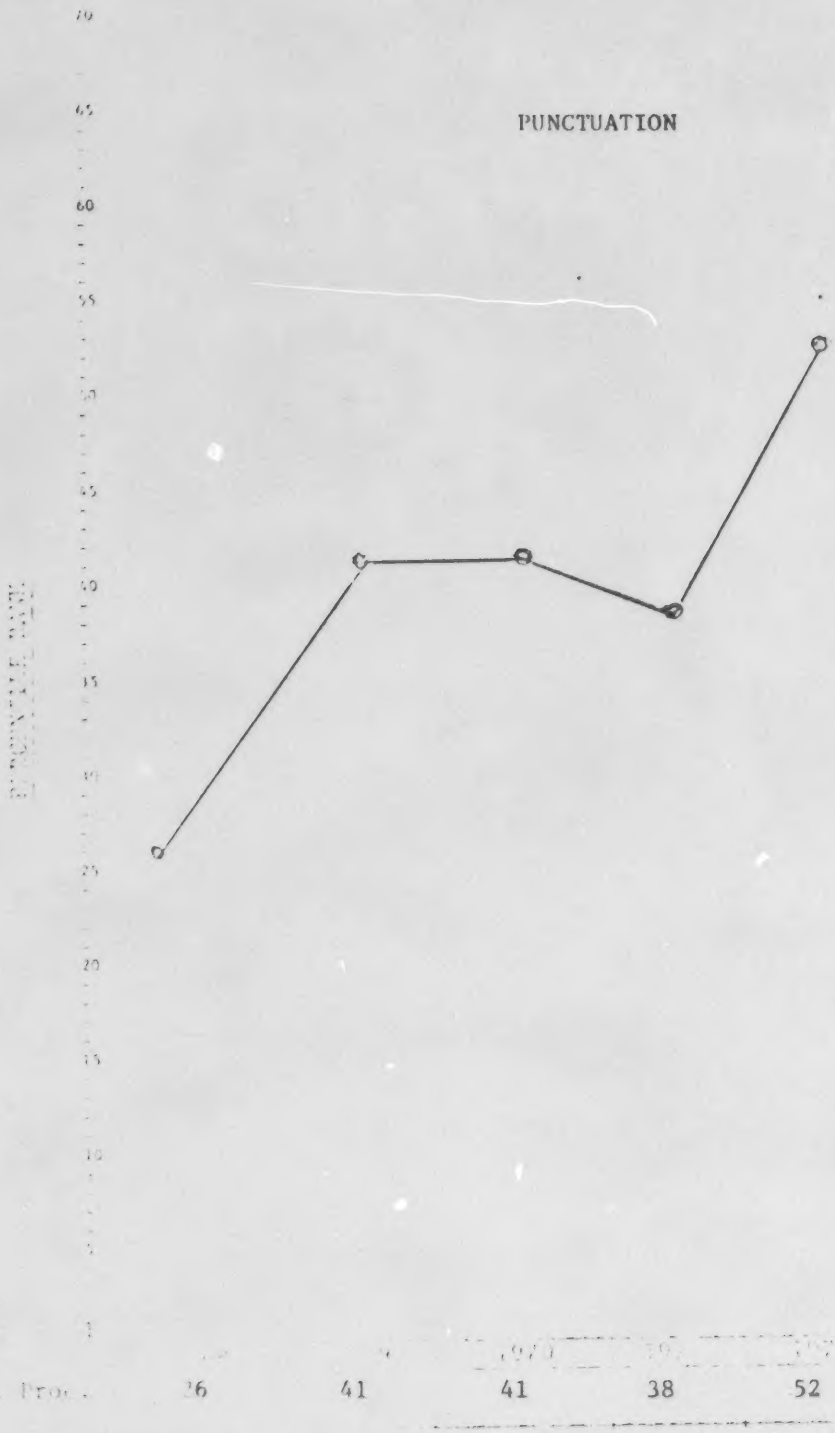
Figure - 80 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model



	1970	1971	1972
Phila. Proc.	24	24	27	39

Figure 81

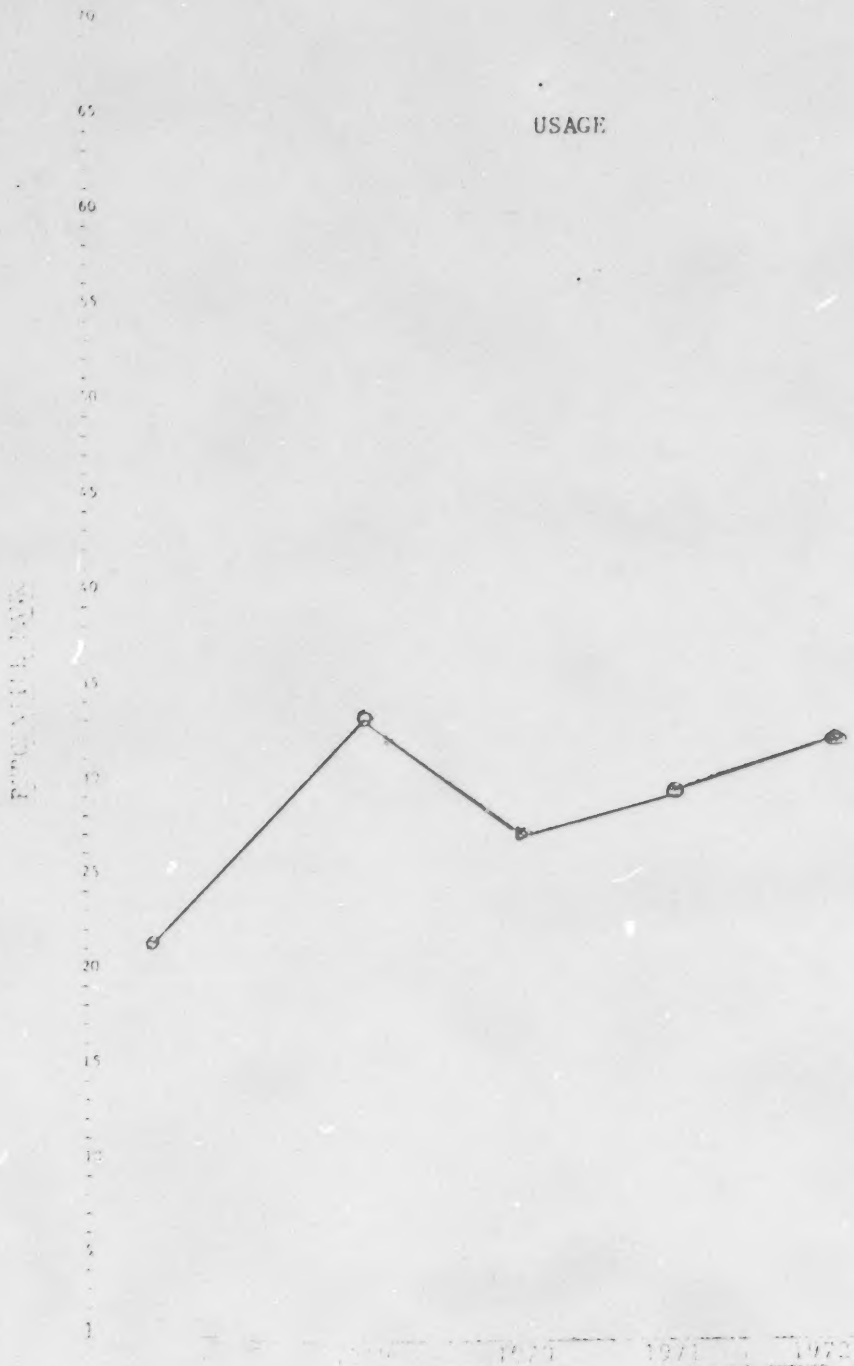
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model



ila. Proc.	26	41	41	38	52

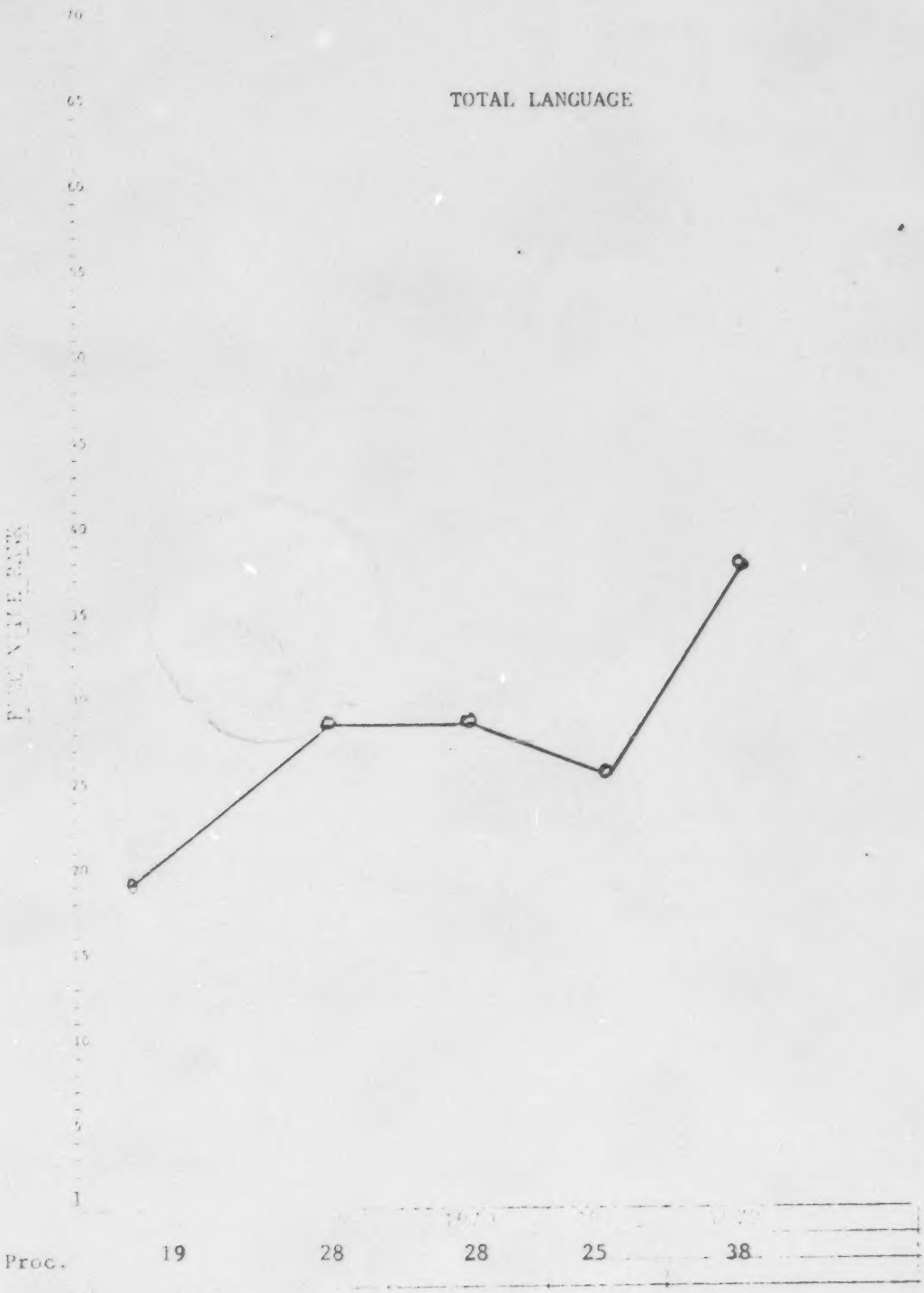
gure - 8

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model



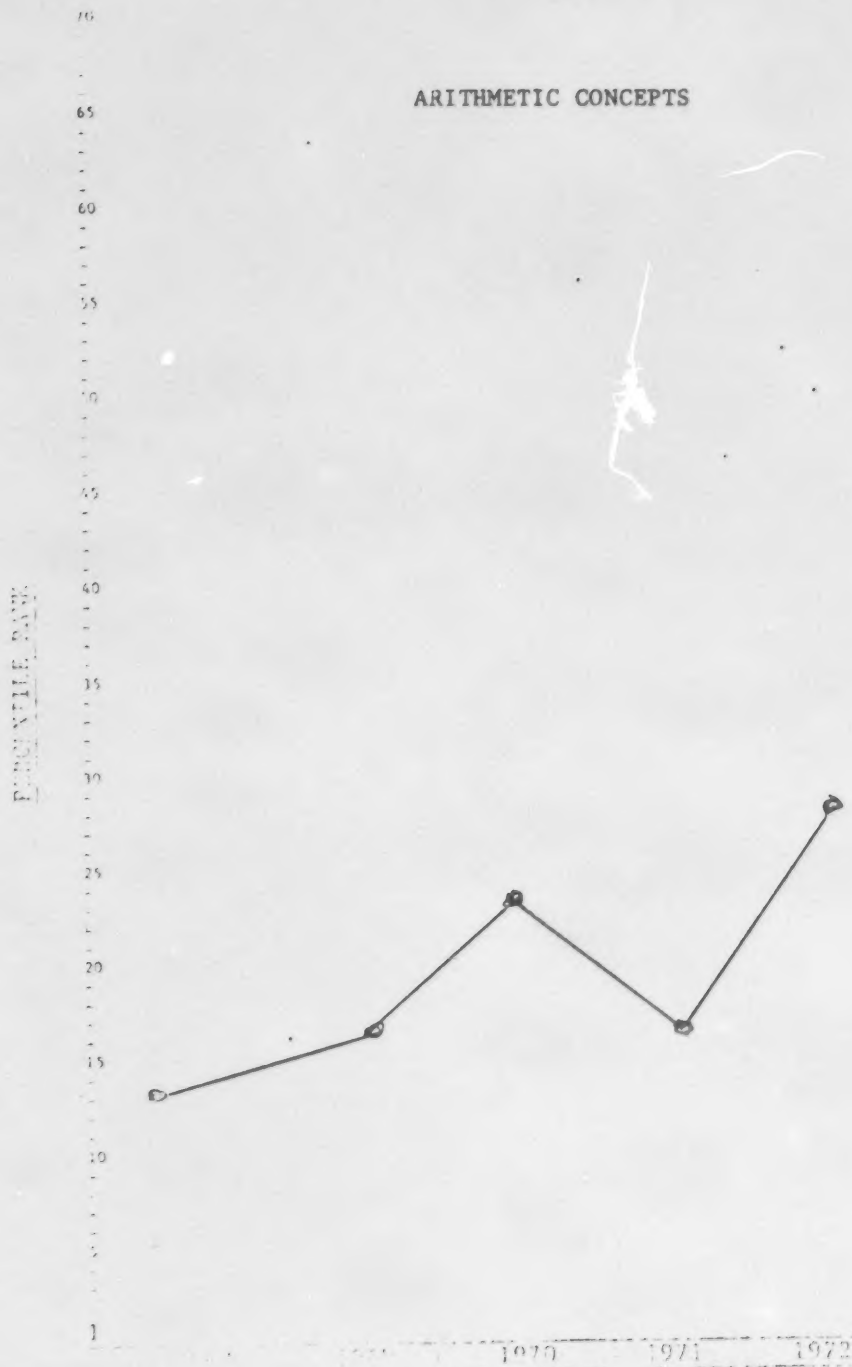
	1968	1969	1970	1971	1972
Phila. Proc.	21	33	26	28	31

Figure - 83 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model



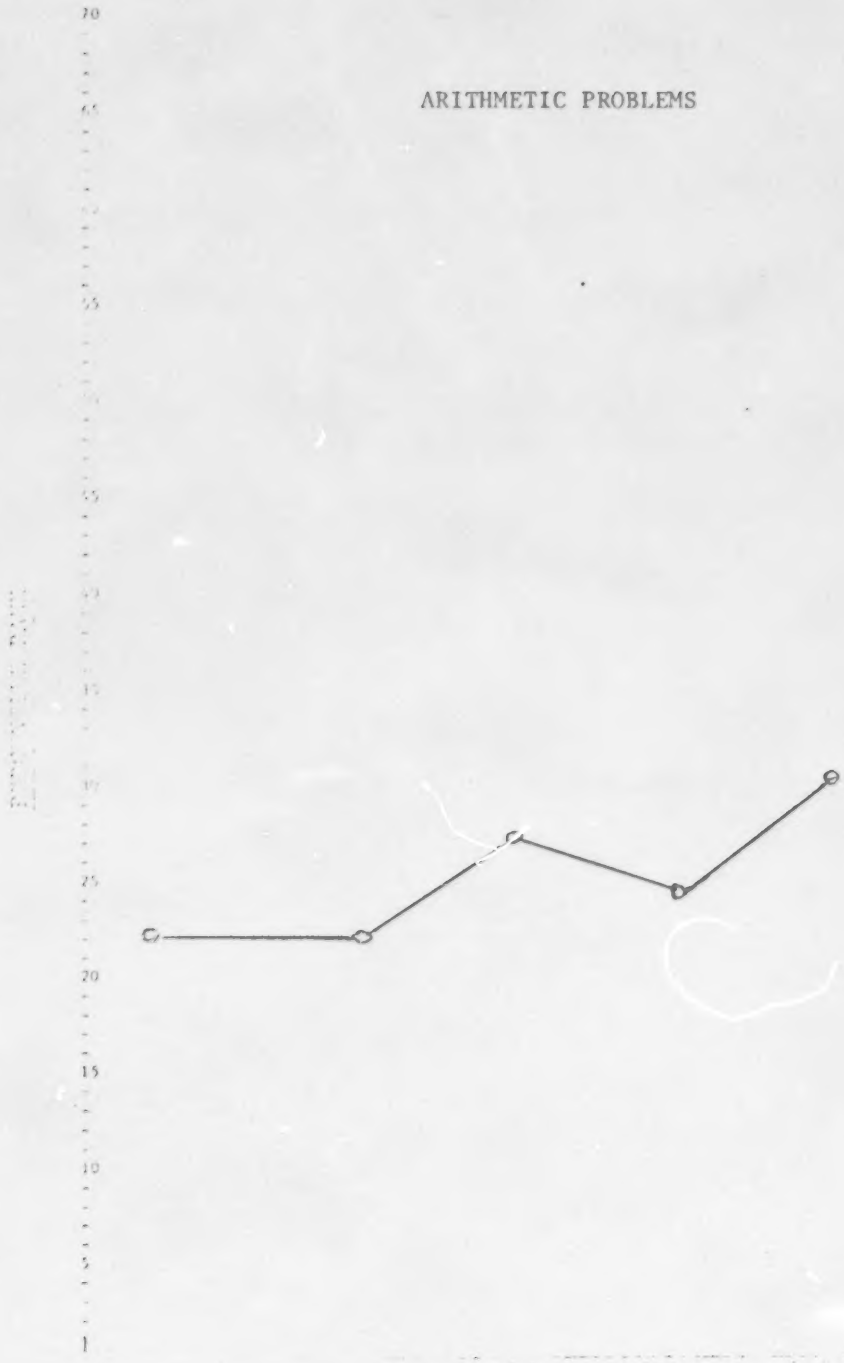
hila. Proc.	19	28	28	25	38

Figure - 84 Spring Testing Trend Lindes, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model



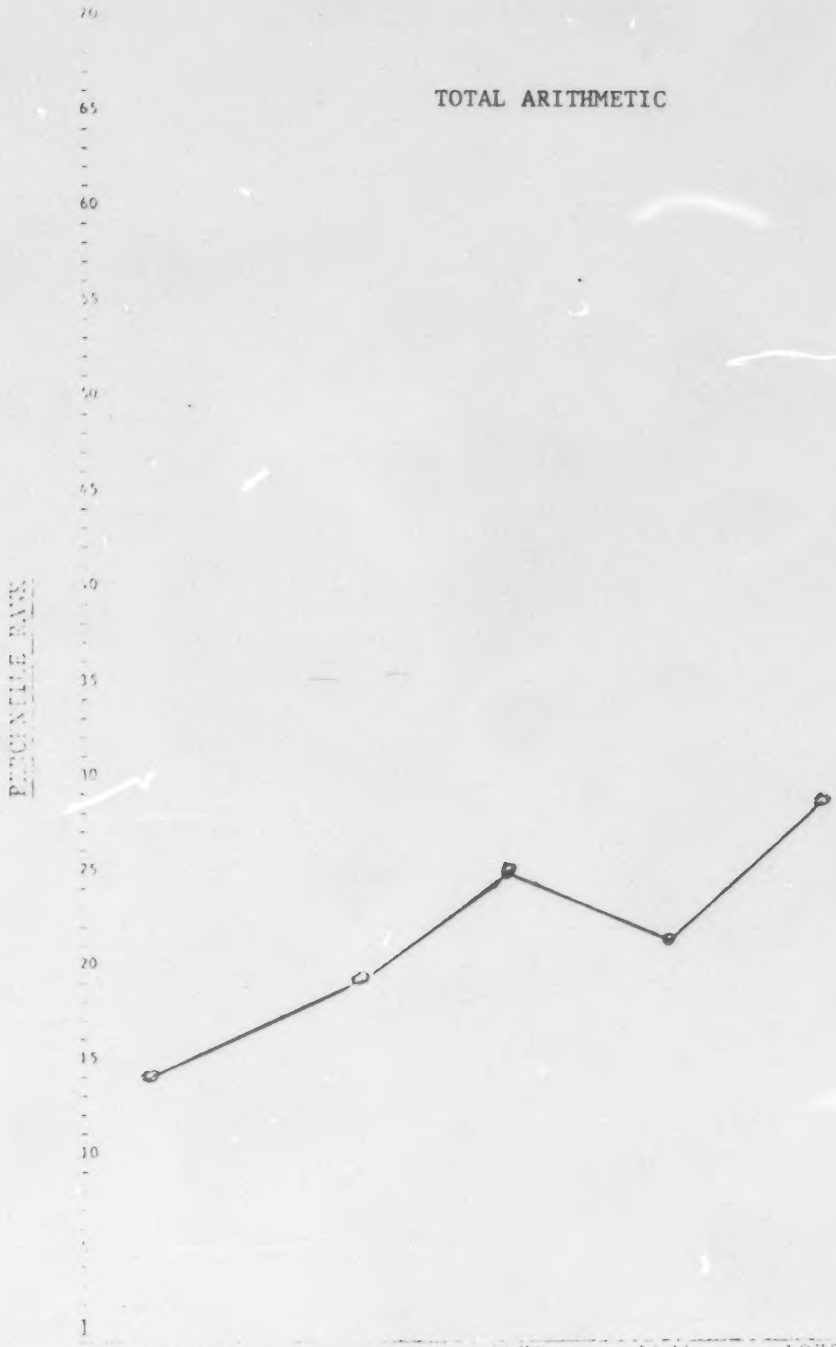
	1970	1971	1972
Phila. Proc.	13	16	23	16	27

Figure - 85 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model



Ia. Proc.	22	22	27	24	30

Figure - 86 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model



	1968	1969	1970	1971	1972
Phila. Proc.	14	18	25	21	28

Figure - 87 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model

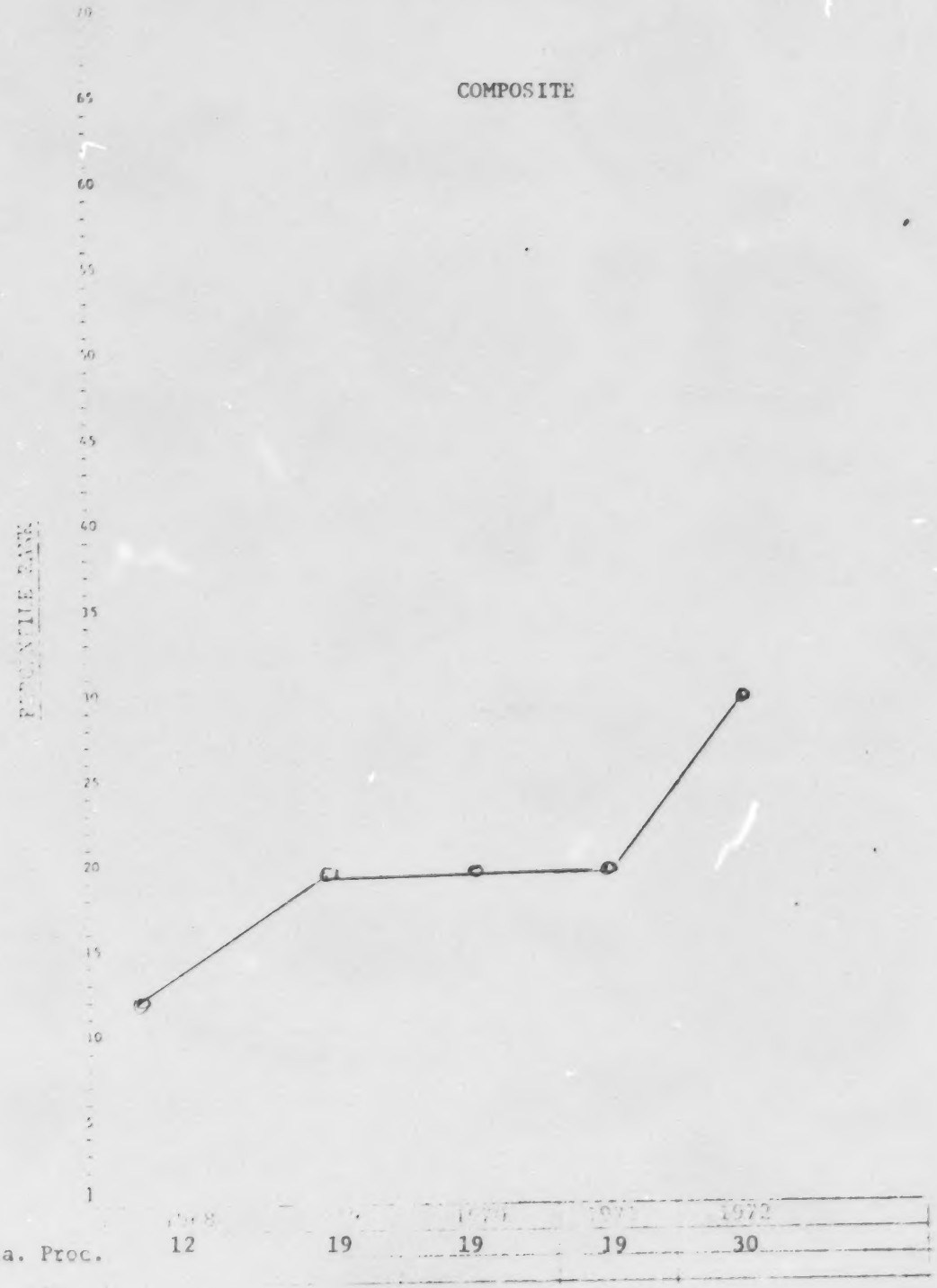


Figure - 88 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
Philadelphia Process Model

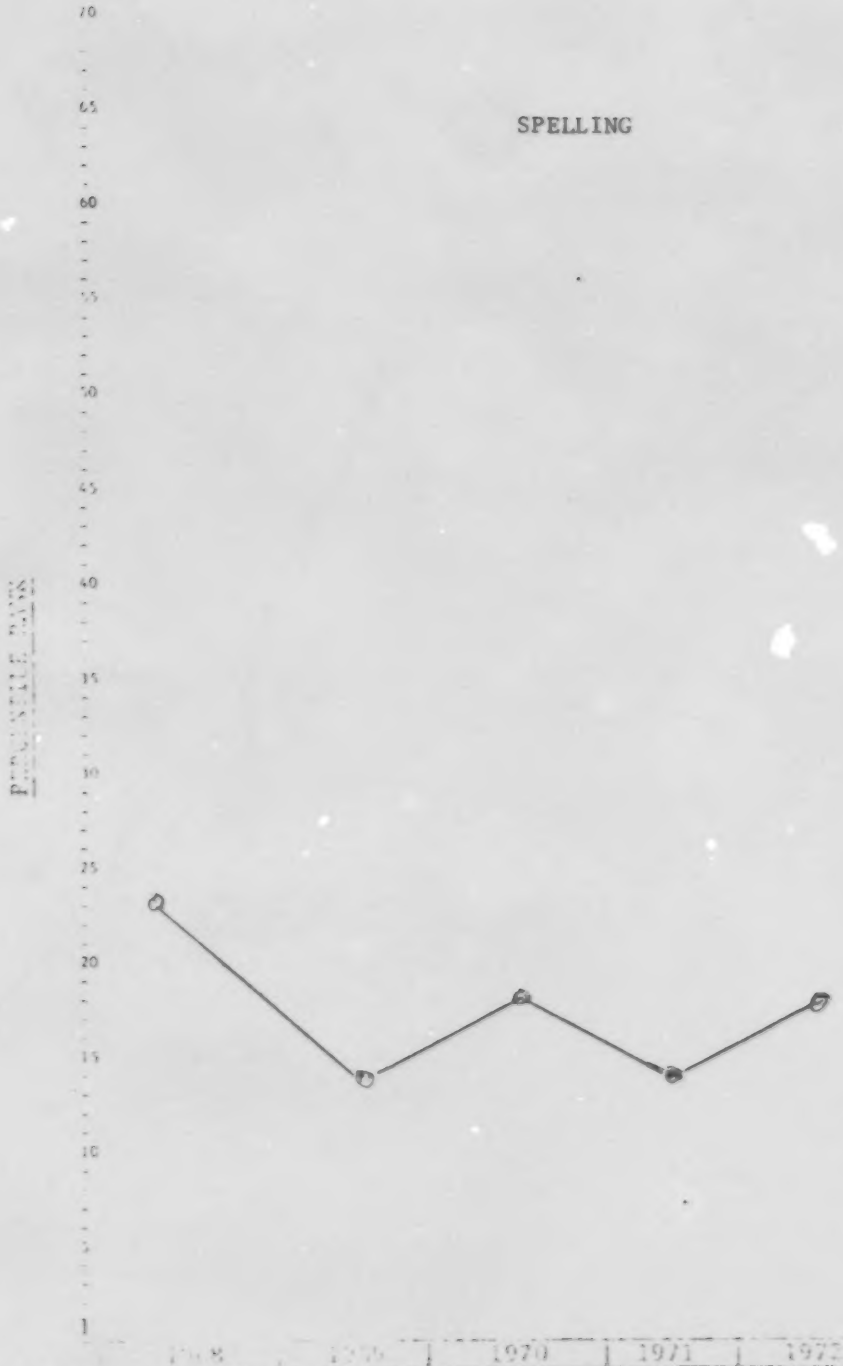
	1968		1970	1971	1972
District 2	20	15	22	20	18

Figure - 89

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 2

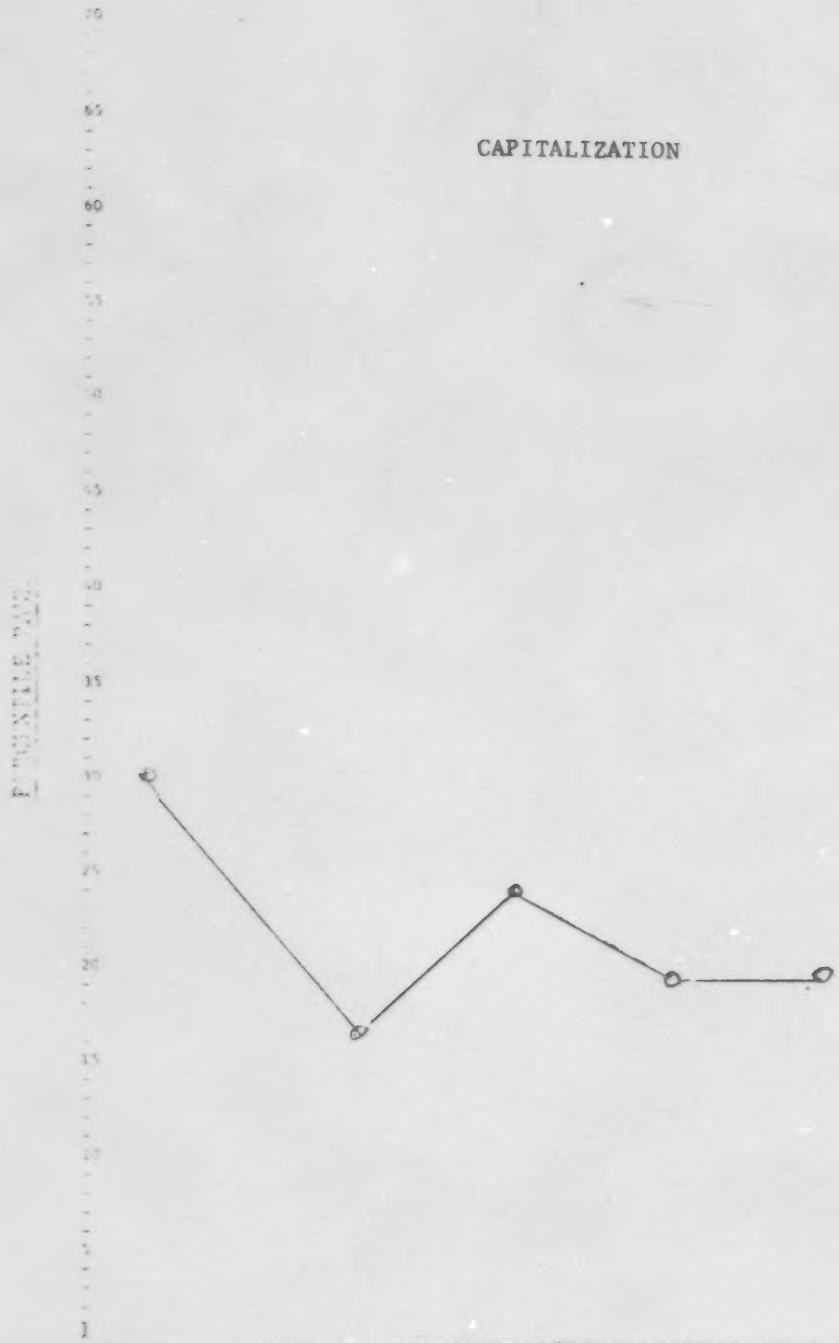
	1968	1969	1970	1971	1972
District 2	21	16	23	16	16

Figure - 90 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 2



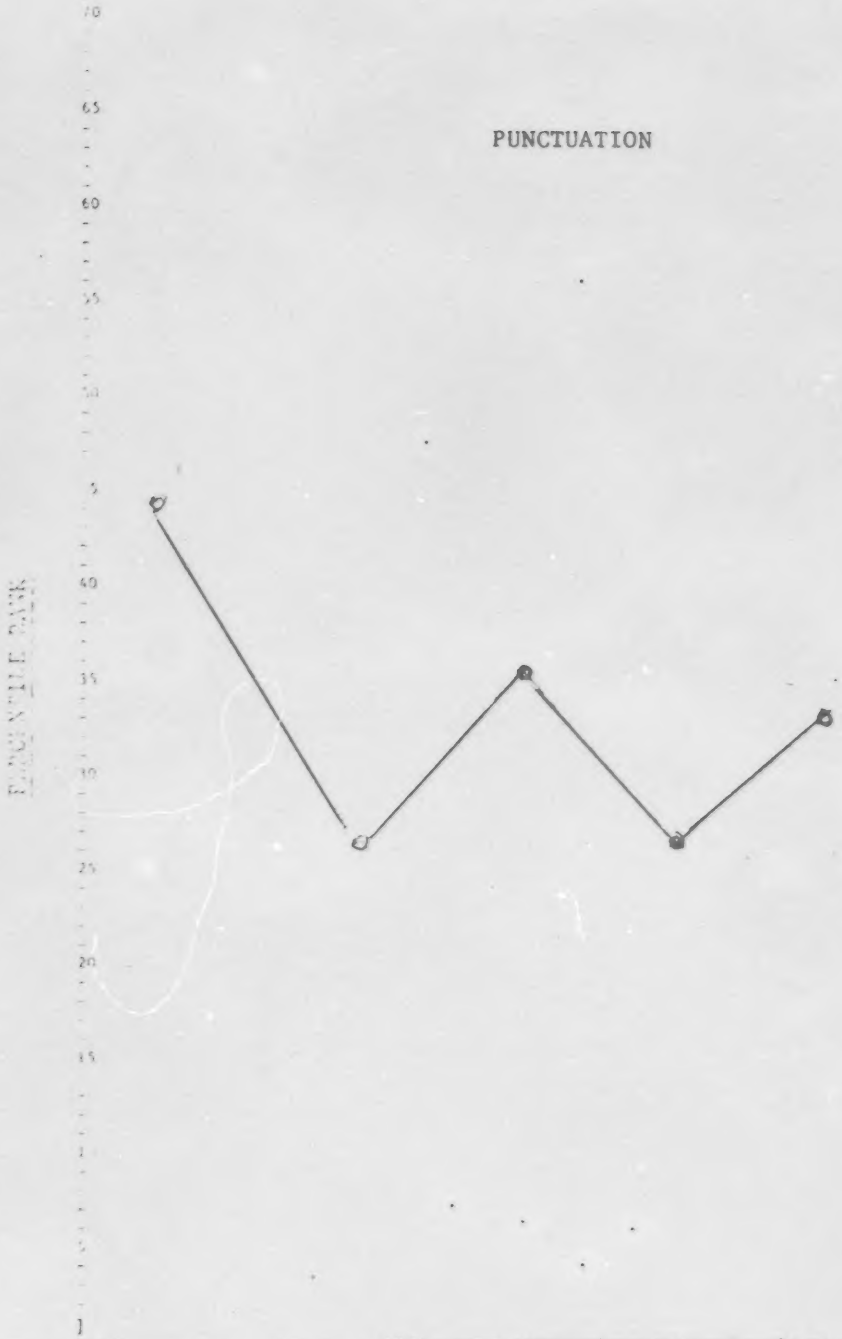
	1968	1969	1970	1971	1972
District 2	23	14	18	14	18

Figure - 91 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills -Grade 3
District 2



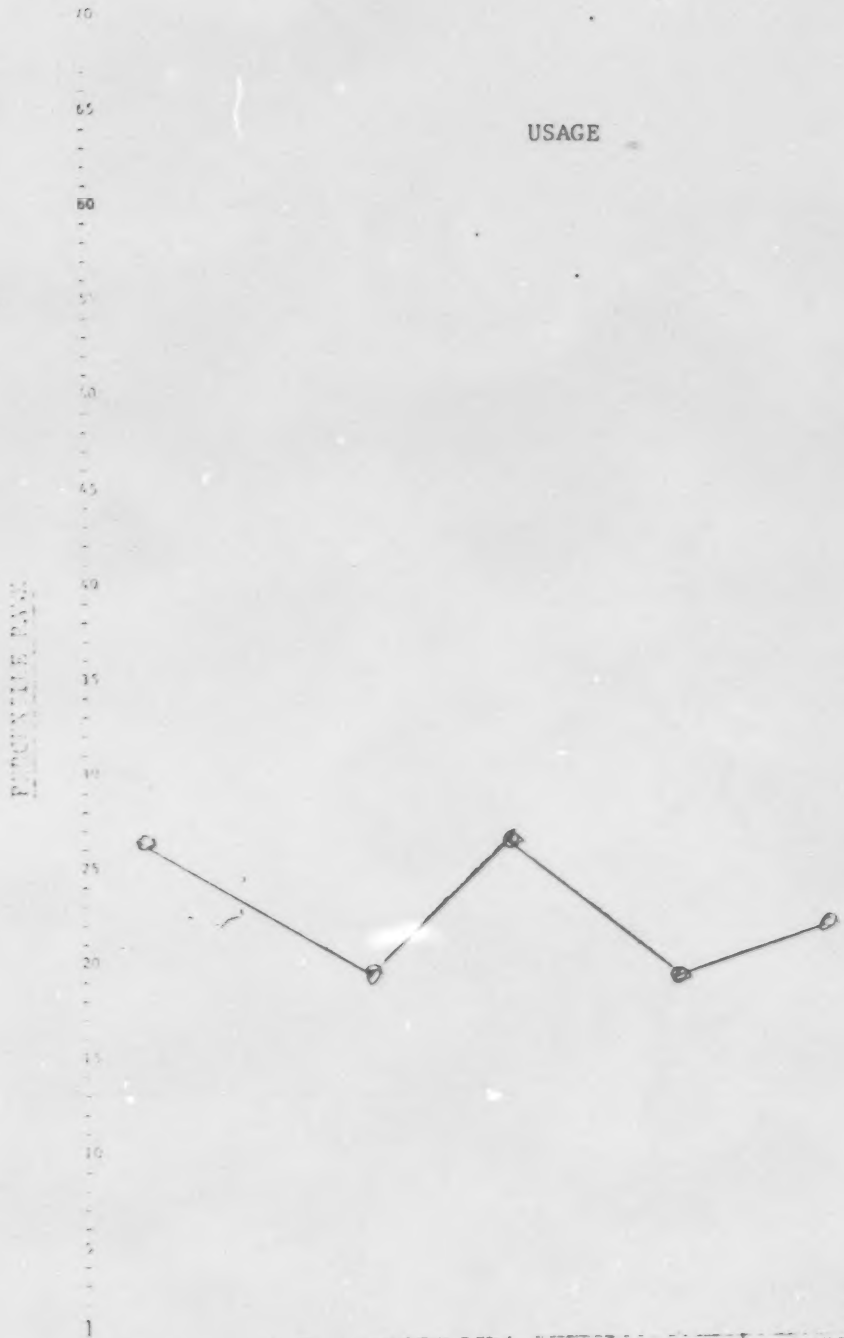
	1968	1969	1970	1971	1972
District 2	30	16	24	19	19

Figure - 92 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 2



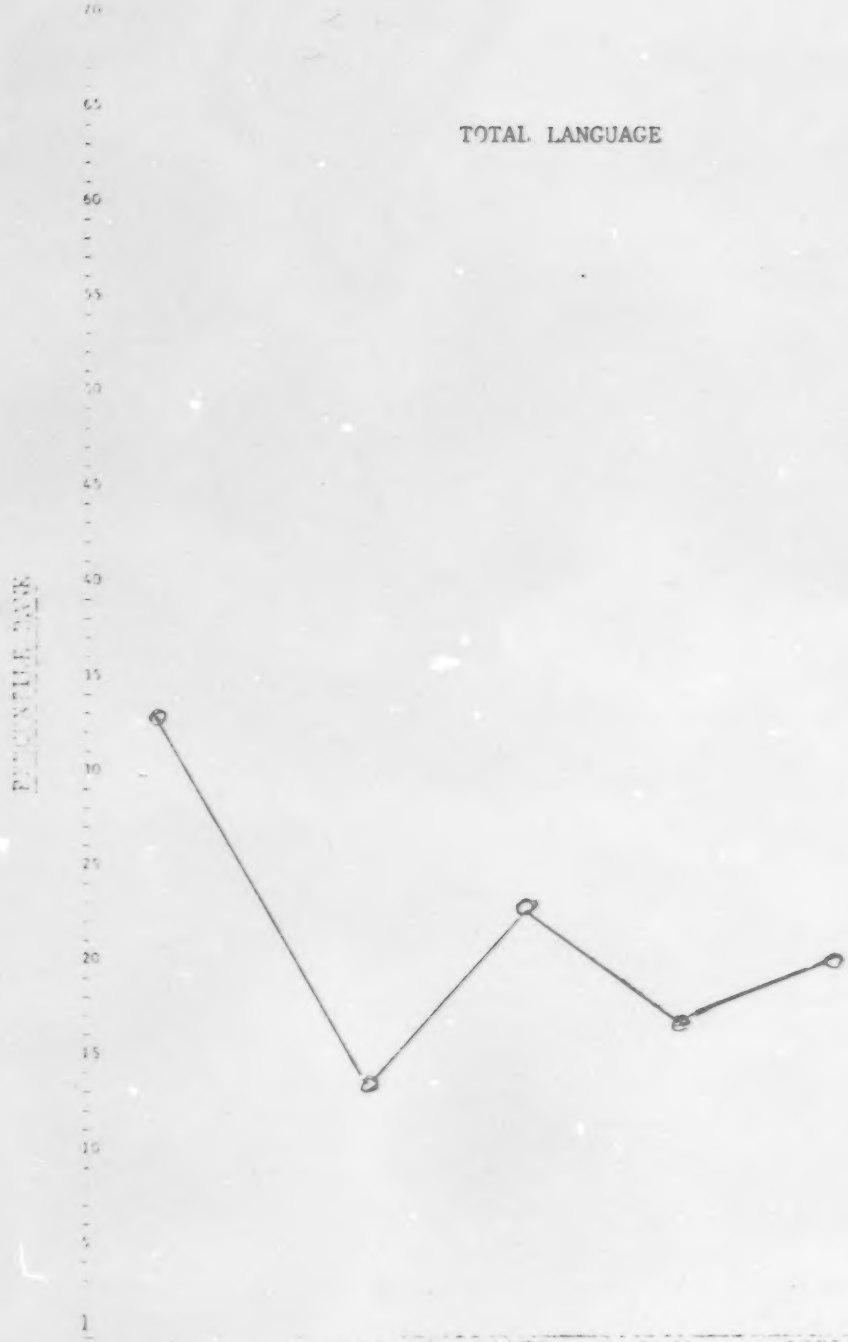
	1968	1969	1970	1971	1972
District 2	44	26	35	26	32

Figure - 93 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 2



District 2	26	19	26	19	21

Figure - 94 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 2

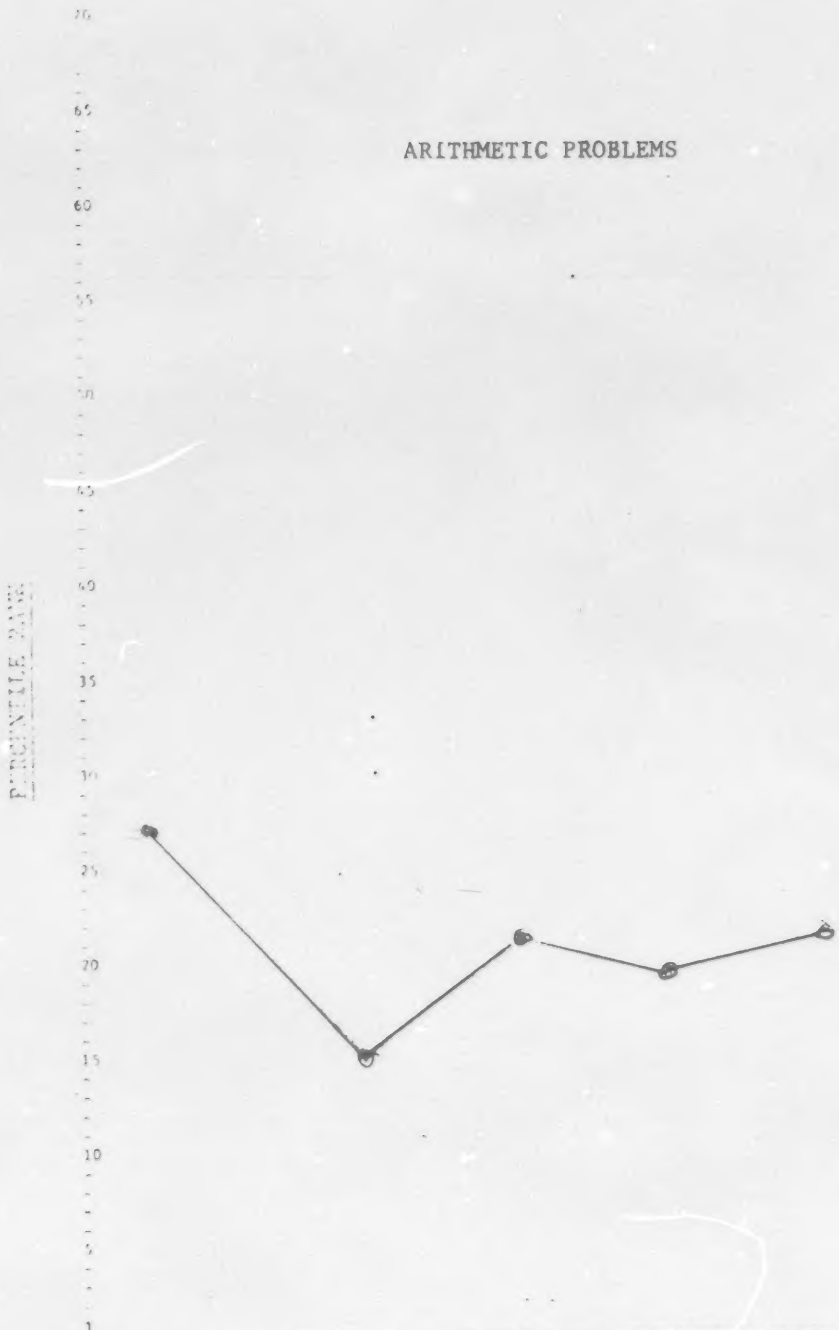


	1968	1969	1970	1971	1972
District 2	33	13	22	16	19

Figure - 95 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 2

	1968	1969	1970	1971	1972
District 2	16	8	16	8	19

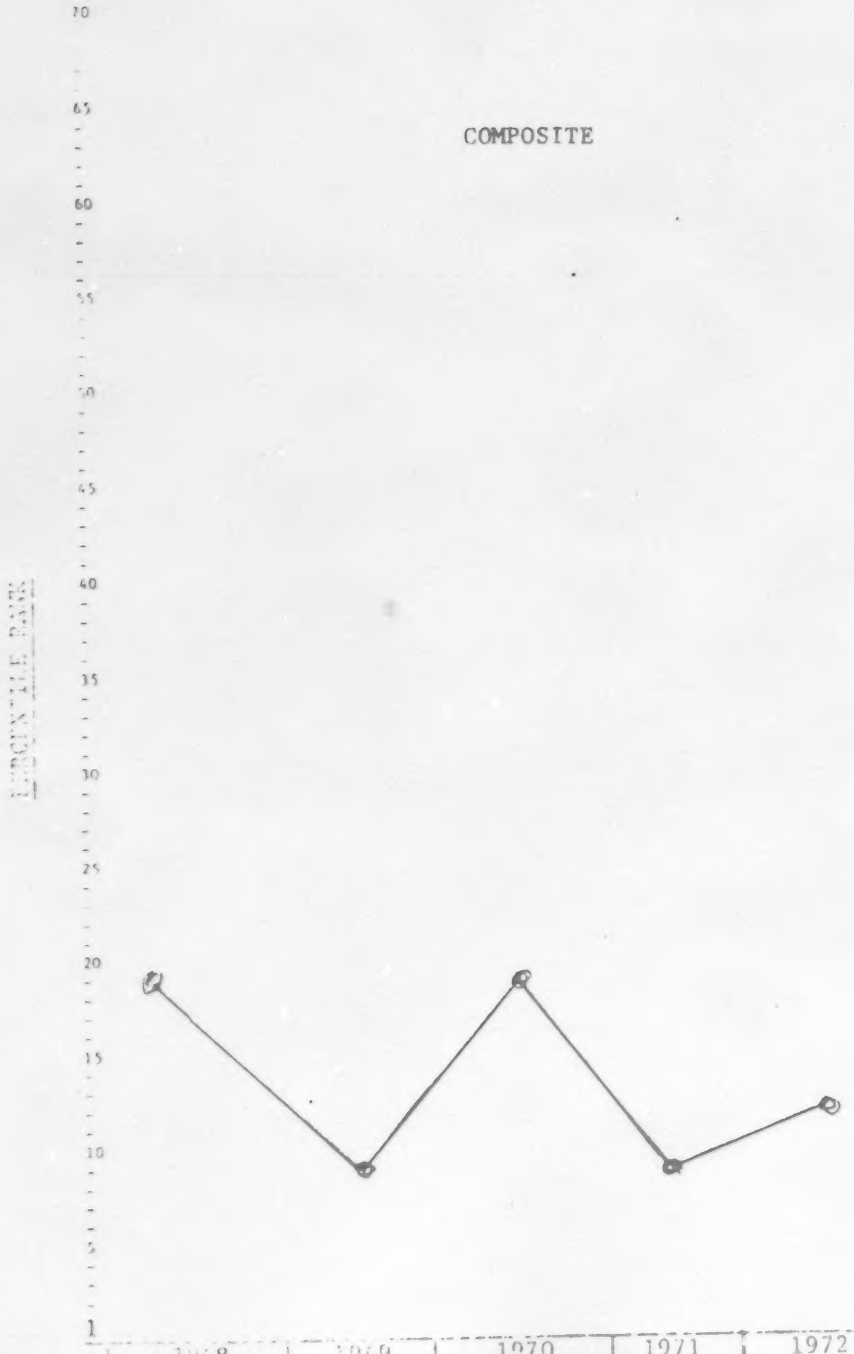
Figure - 96 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 2



	1968	1969	1970	1971	1972
District 2	27	15	22	19	22

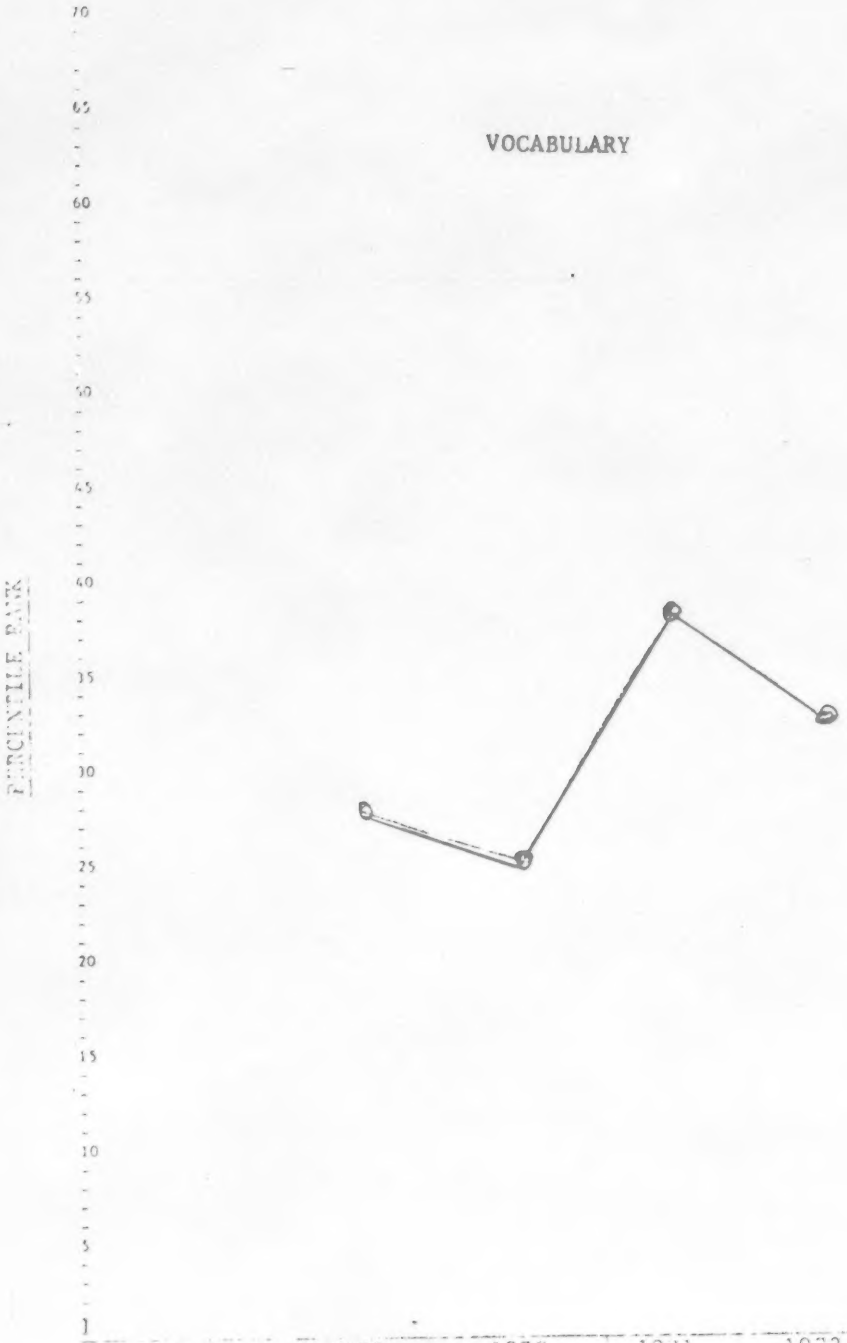
Figure - 97 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 2

Figure - 98 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 2



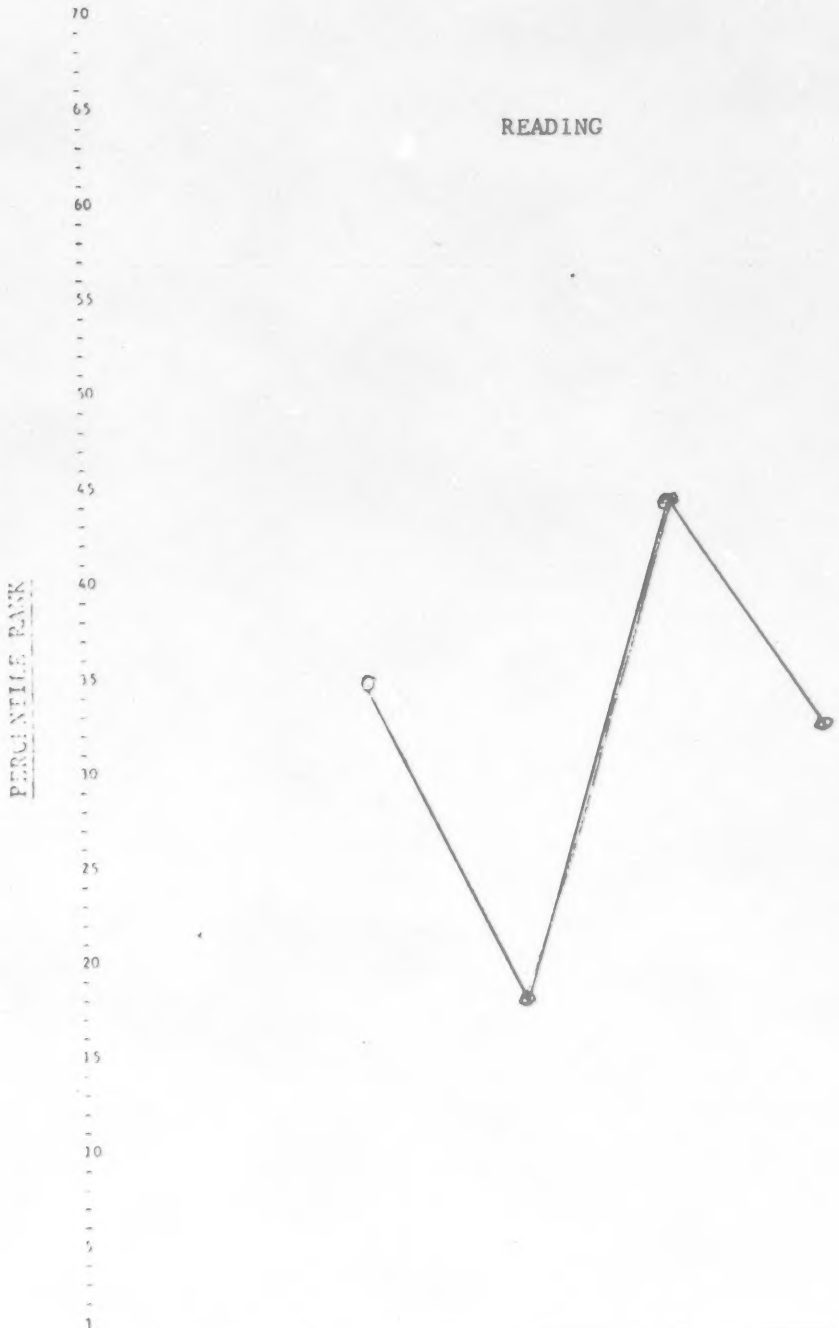
	1968	1969	1970	1971	1972
District 2	19	9	19	9	12

Figure - 99 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills- Grade 3
District 2



	1968	1969	1970	1971	1972
District 4	Not Open	28	25	38	32

Figure - 100 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4



	1968	1969	1970	1971	1972
District 4	Not Open	35	18	44	32

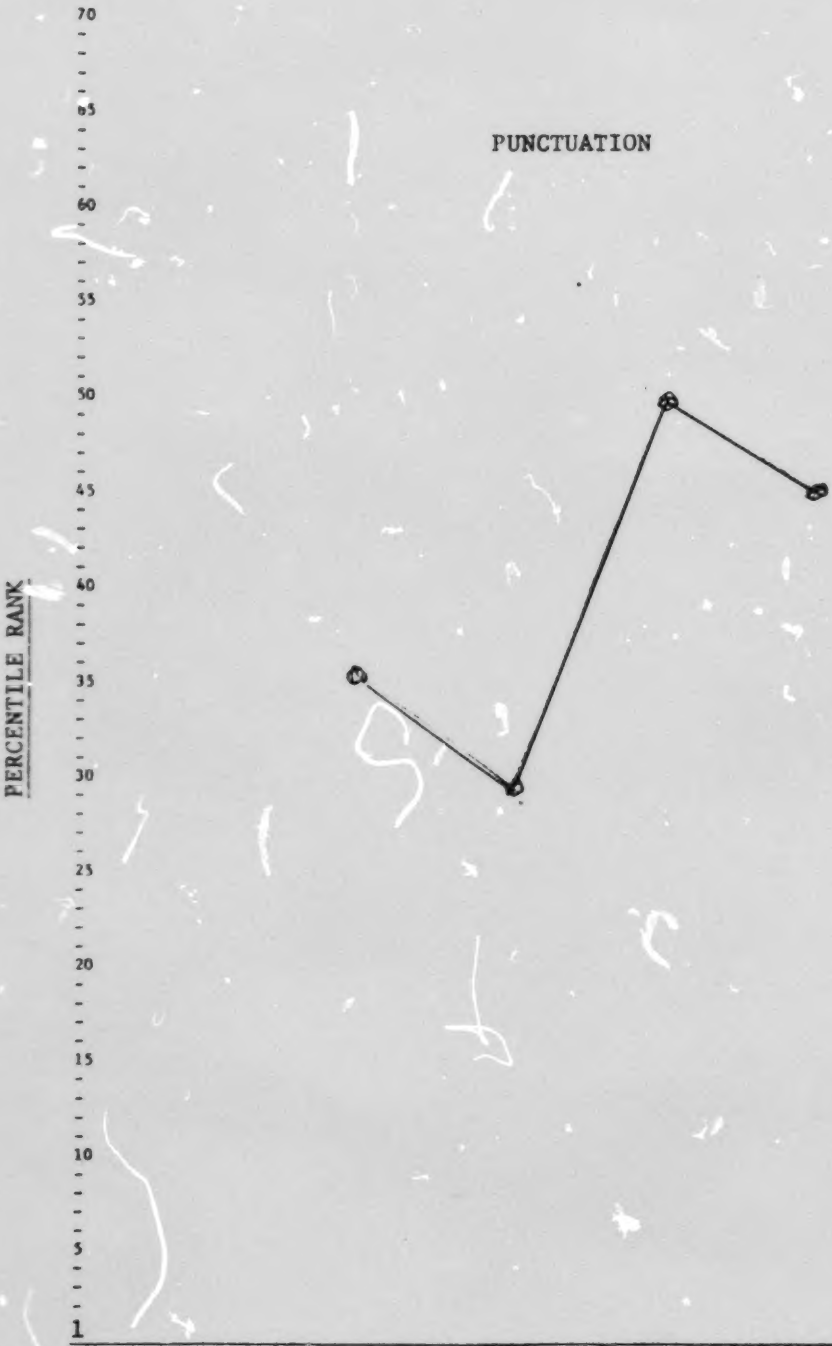
Figure - 101 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4

		1968	1970	1971	1972
District 4	Not Open	32	18	44	35

Figure - 102 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4

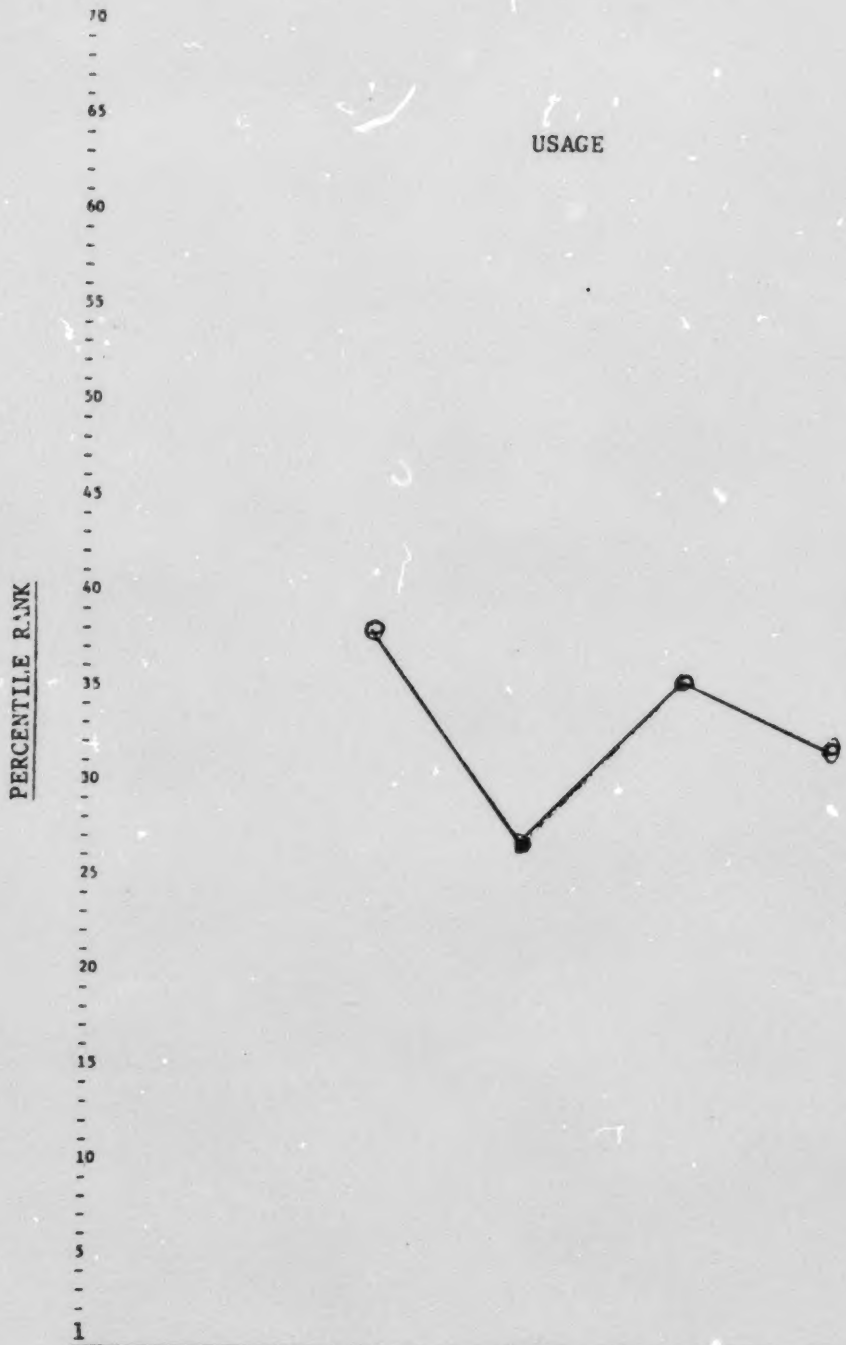
	1968	1969	1970	1971	1972
District 4	Not Open	33	21	44	47

Figure - 103 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4



	1968	1969	1970	1971	1972
District 4	Not Open	35	29	49	44

Figure - 104 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4

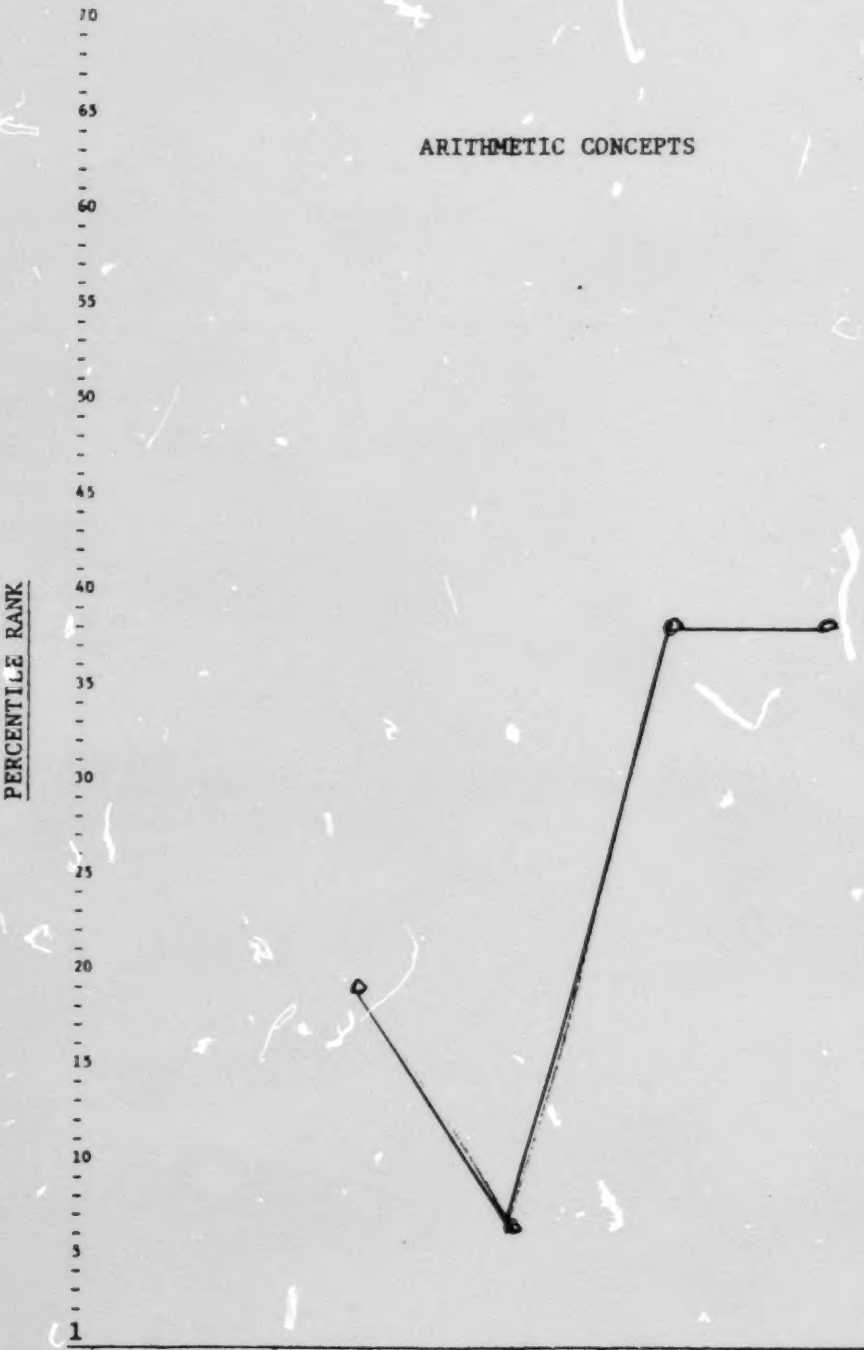


	1968	1969	1970	1971	1972
District 4	Not Open	38	26	35	31
1.					

Figure - 105 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4

	1968	1969	1970	1971	1972
District 4	Not Open	35	19	43	38

Figure - 106 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4



	1968	1969	1970	1971	1972
District 4	Not Open	19	6	38	38

Figure - 107 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4

	1968	1969	1970	1971	1972
District 4	Not Open	24	22	36	33

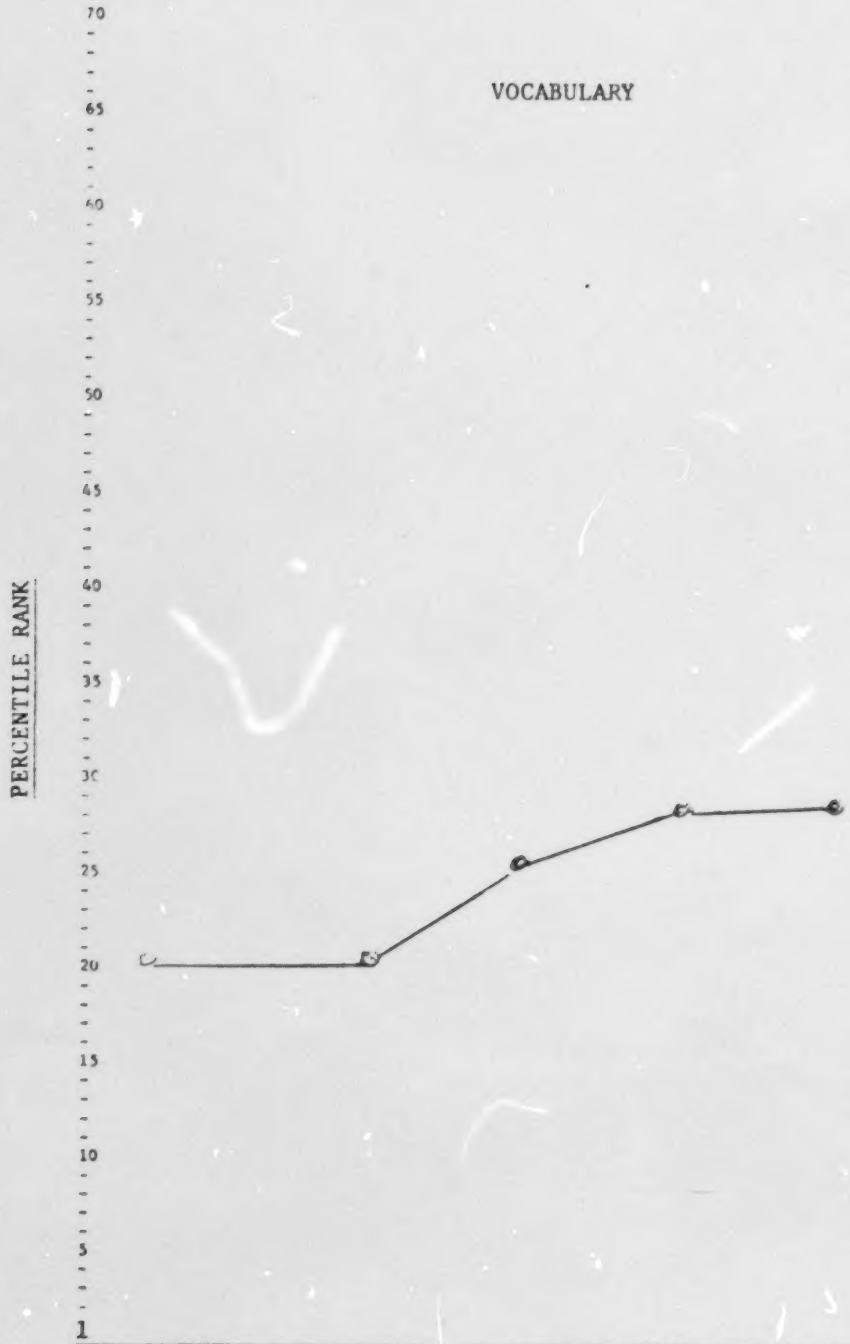
Figure - 108 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4

	1968	1969	1970	1971	1972
District 4	Not Open	21	11	47	35

Figure - 109 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4

	1968	1969	1970	1971	1972
District 4	Not Open	27	15	41	34

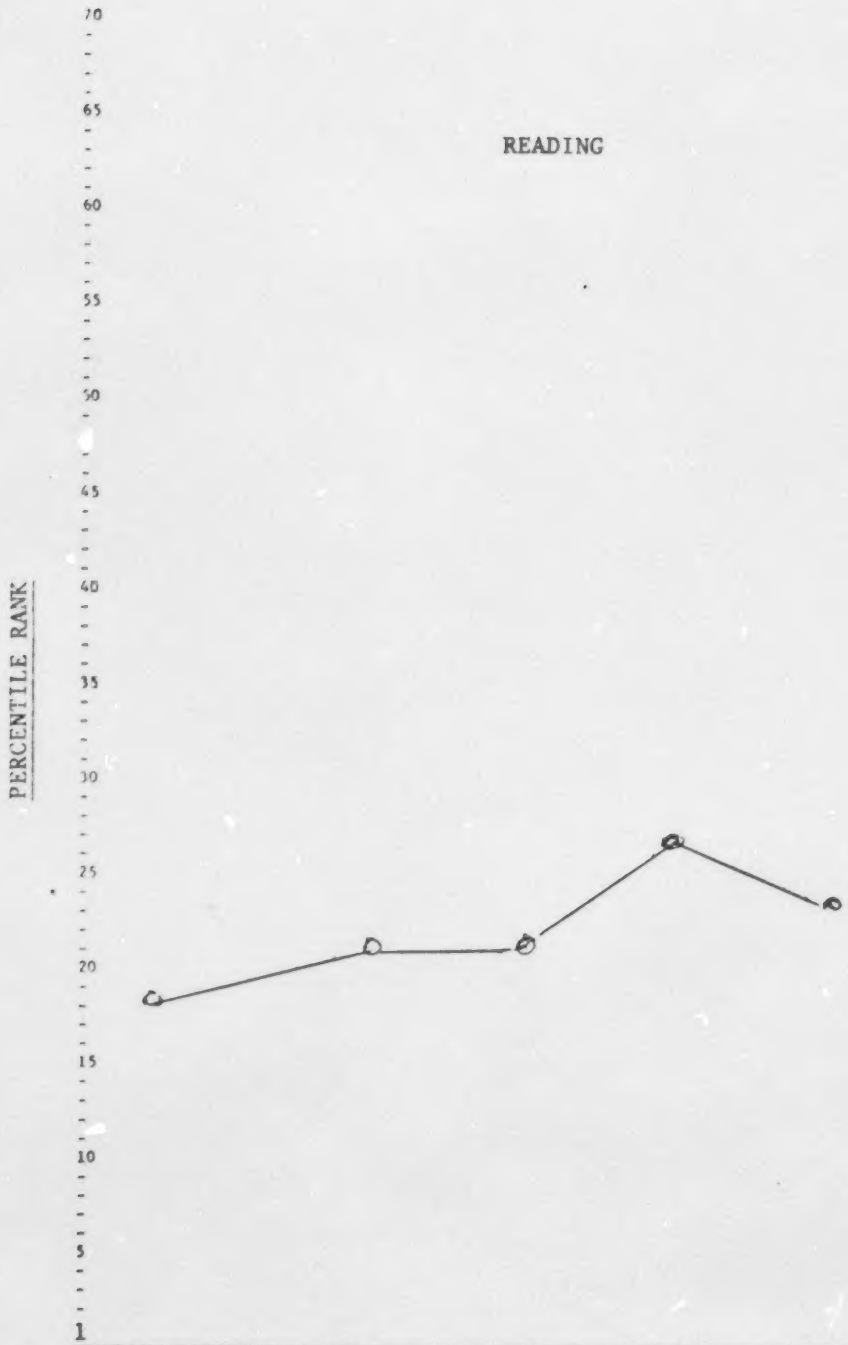
Figure - 110 Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 4



	1968	1969	1970	1971	1972
District 5	20	20	25	28	28

Figure - 111

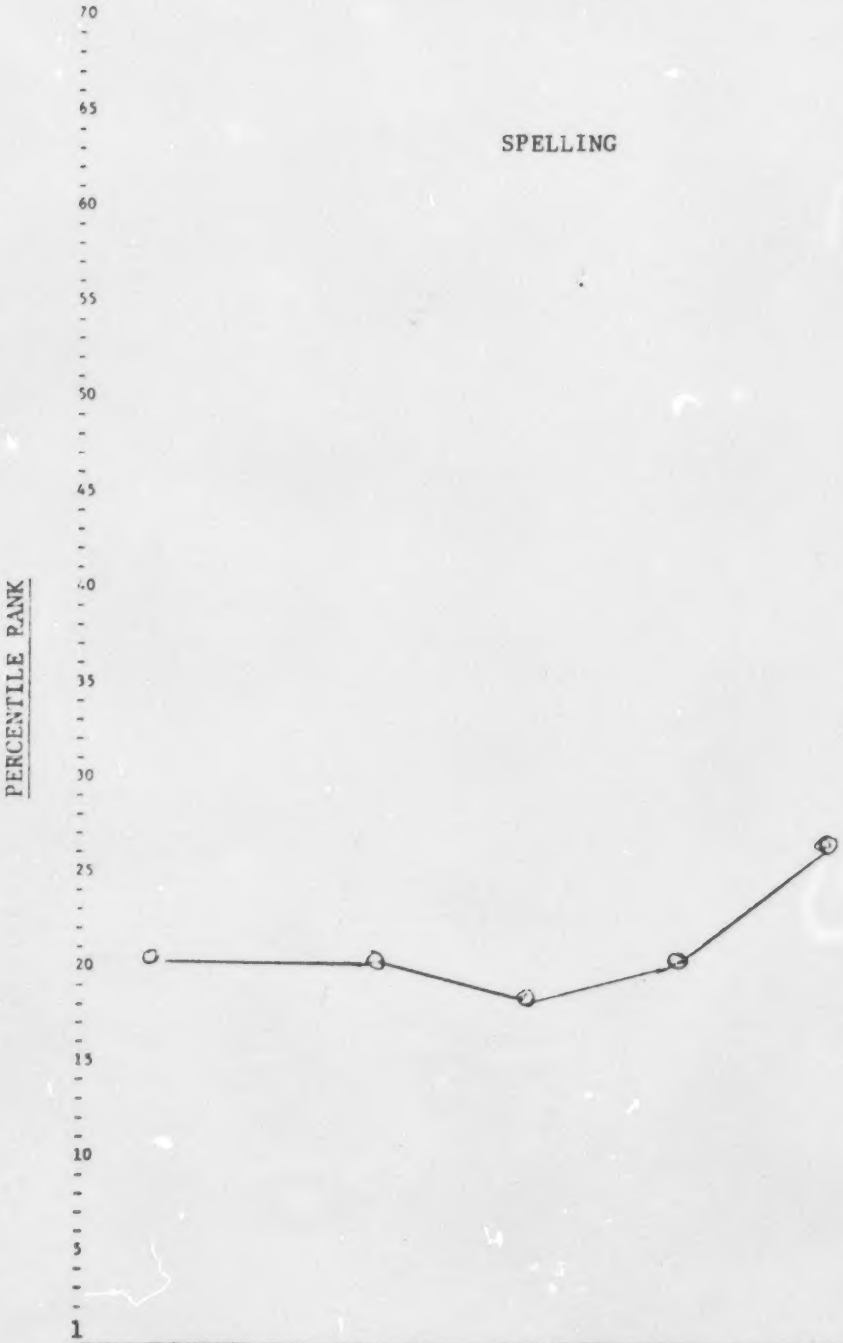
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5



	1968	1969	1970	1971	1972
District 5	18	21	21	26	23

Figure - 112

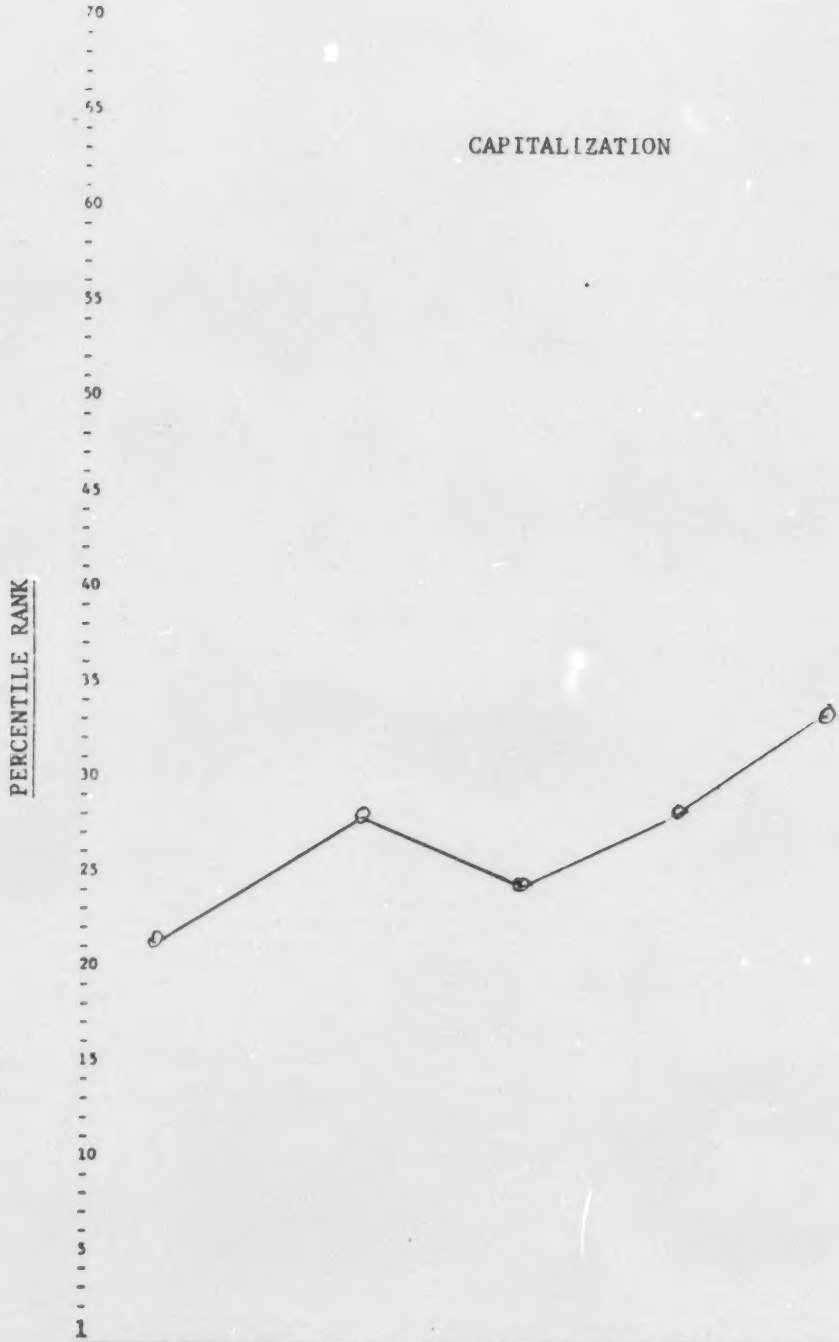
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5



	1968	1969	1970	1971	1972
District 5	20	20	18	20	26

Figure - 113

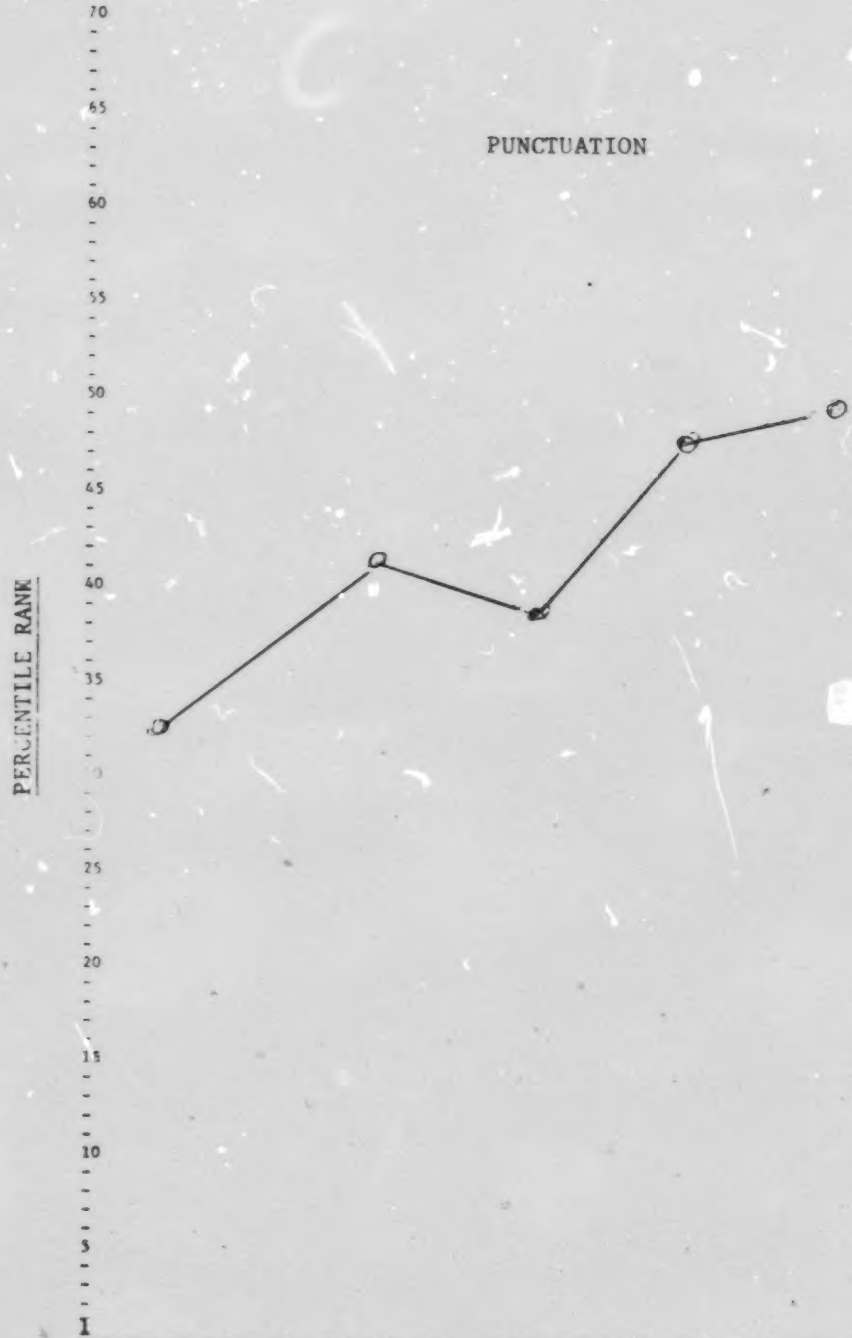
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5



	1968	1969	1970	1971	1972
District 5	21	27	24	27	33

Figure - 114

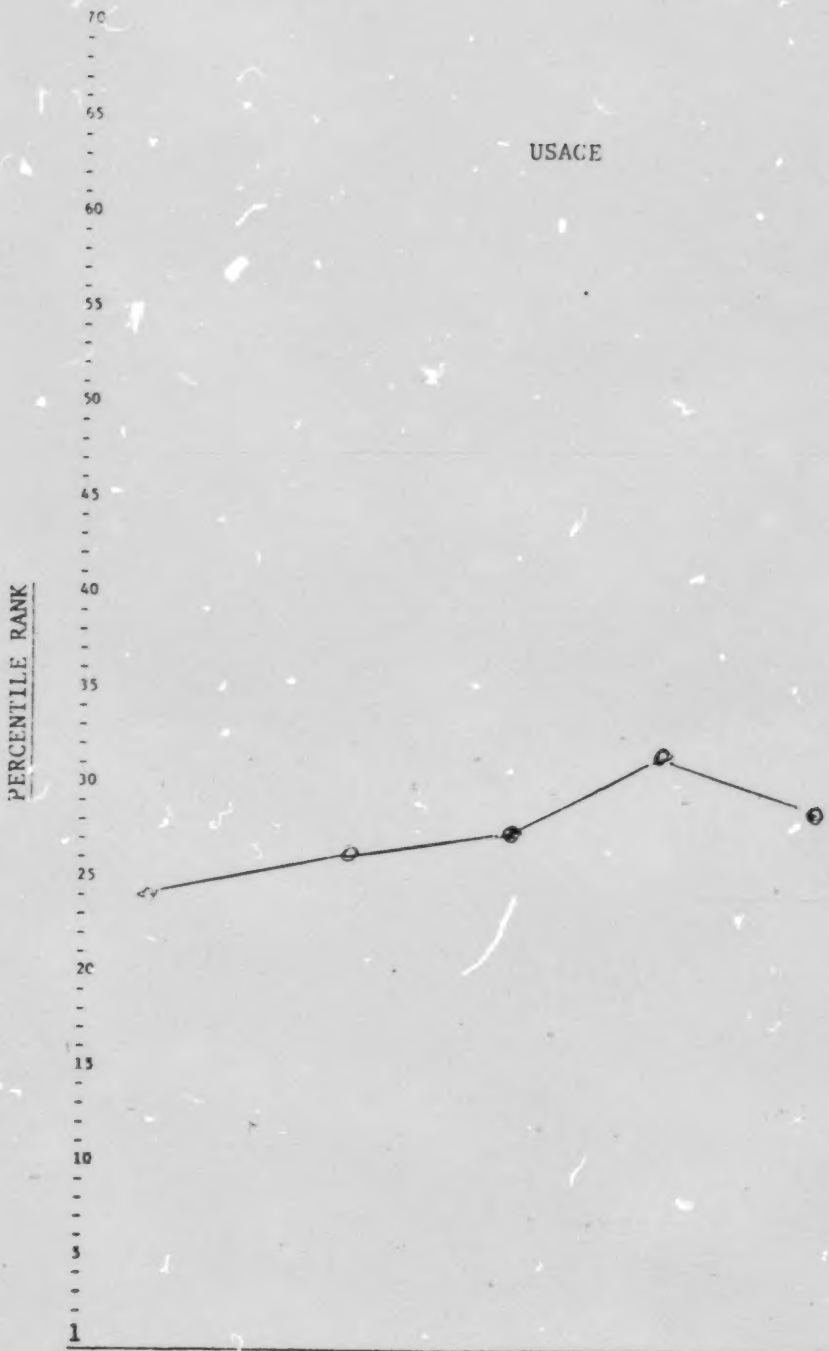
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5



	1968	1969	1970	1971	1972
District 5	32	41	38	47	49

Figure - 115

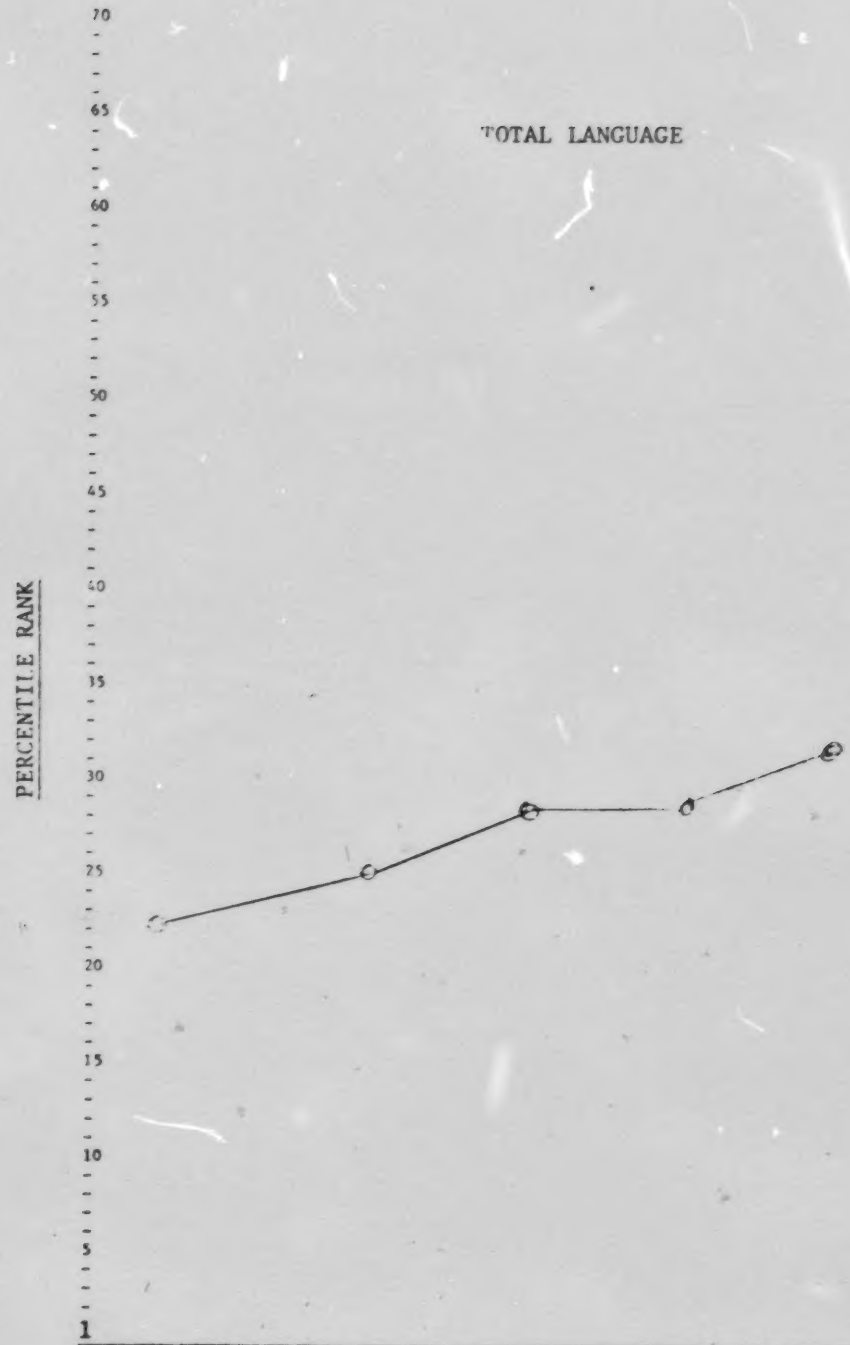
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5



	1968	1969	1970	1971	1972
District 5	24	26	27	31	28

Figure - 116

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5



	1968	1969	1970	1971	1972
District 5	22	25	28	28	31

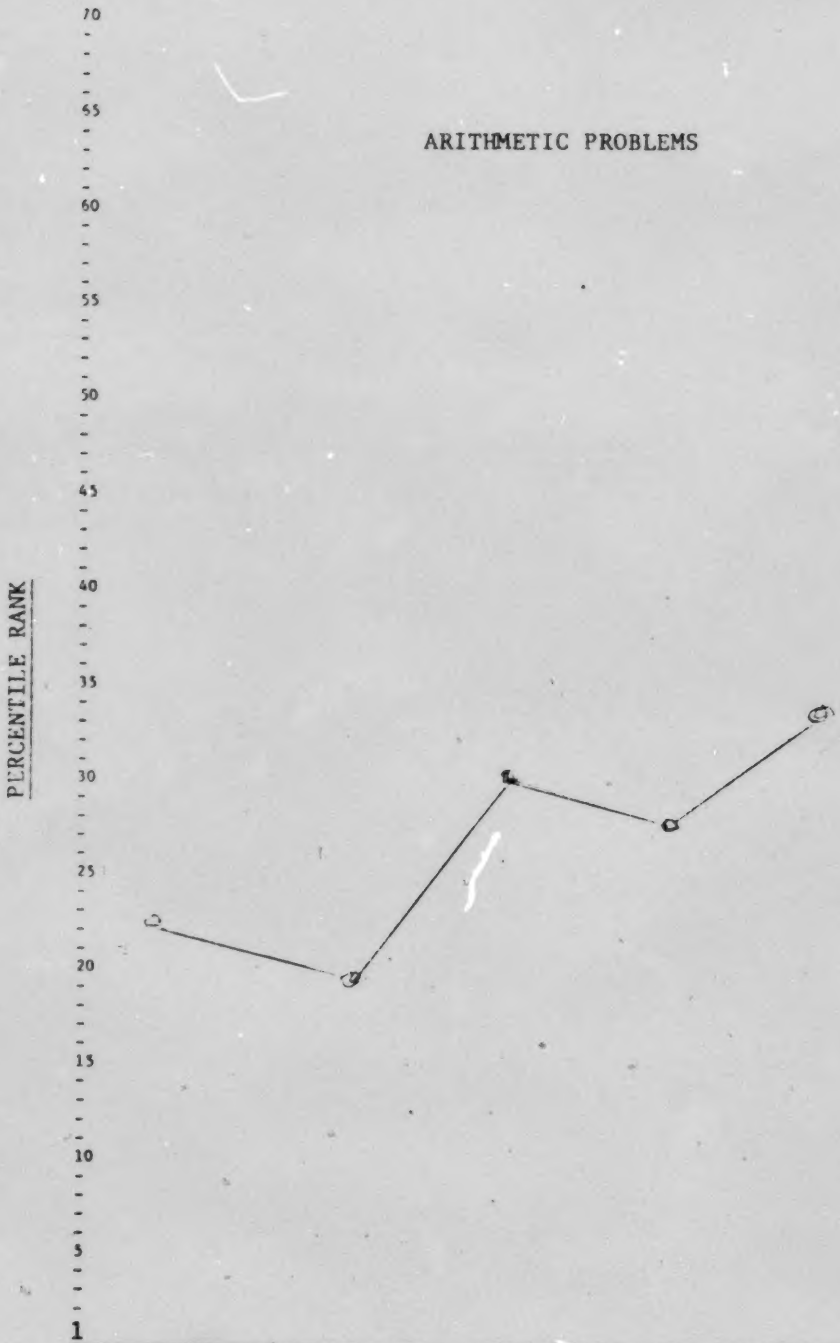
Figure - 117

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5

	1968	1969	1970	1971	1972
District 5	13	13	19	23	23

Figure - 118

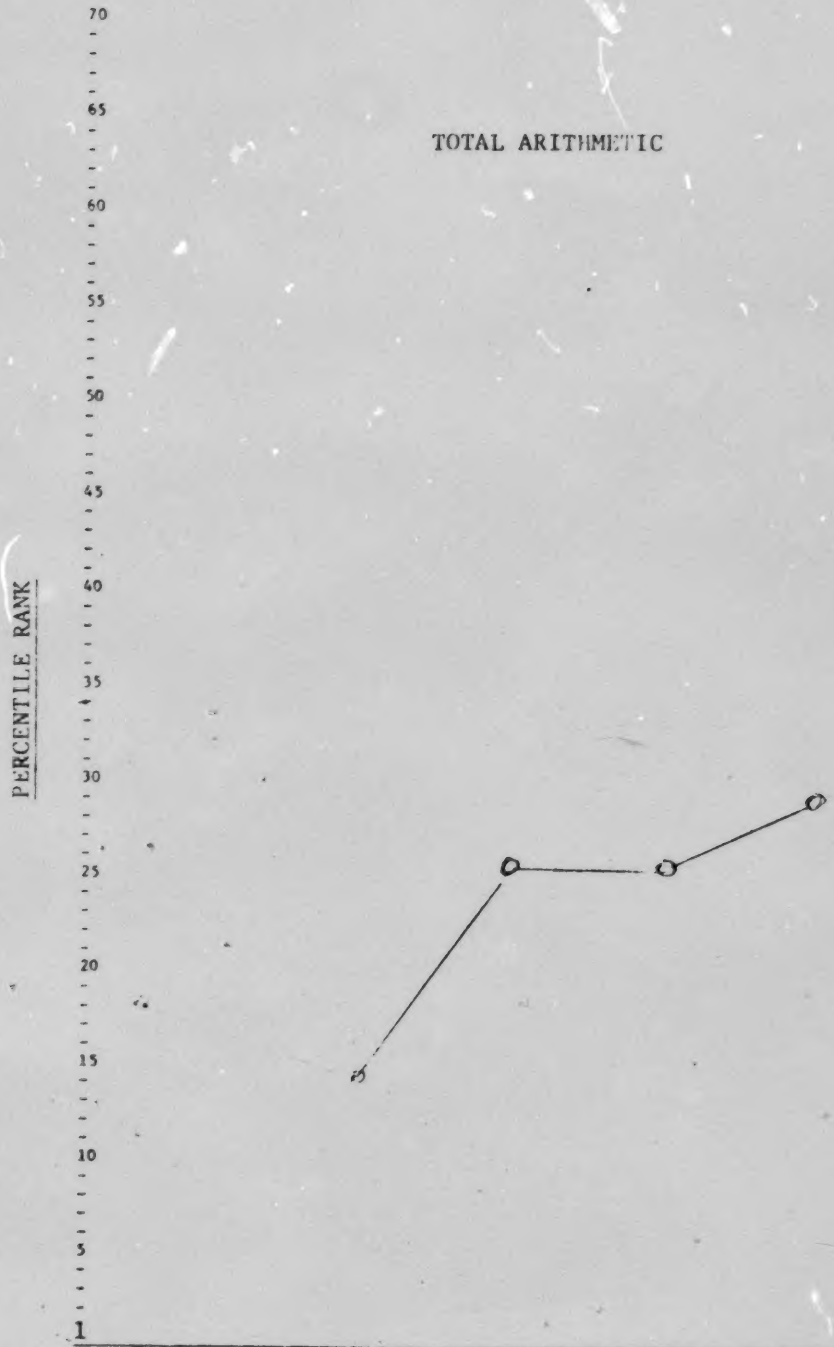
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5



	1968	1969	1970	1971	1972
District 5	22	19	30	27	33

Figure - 119

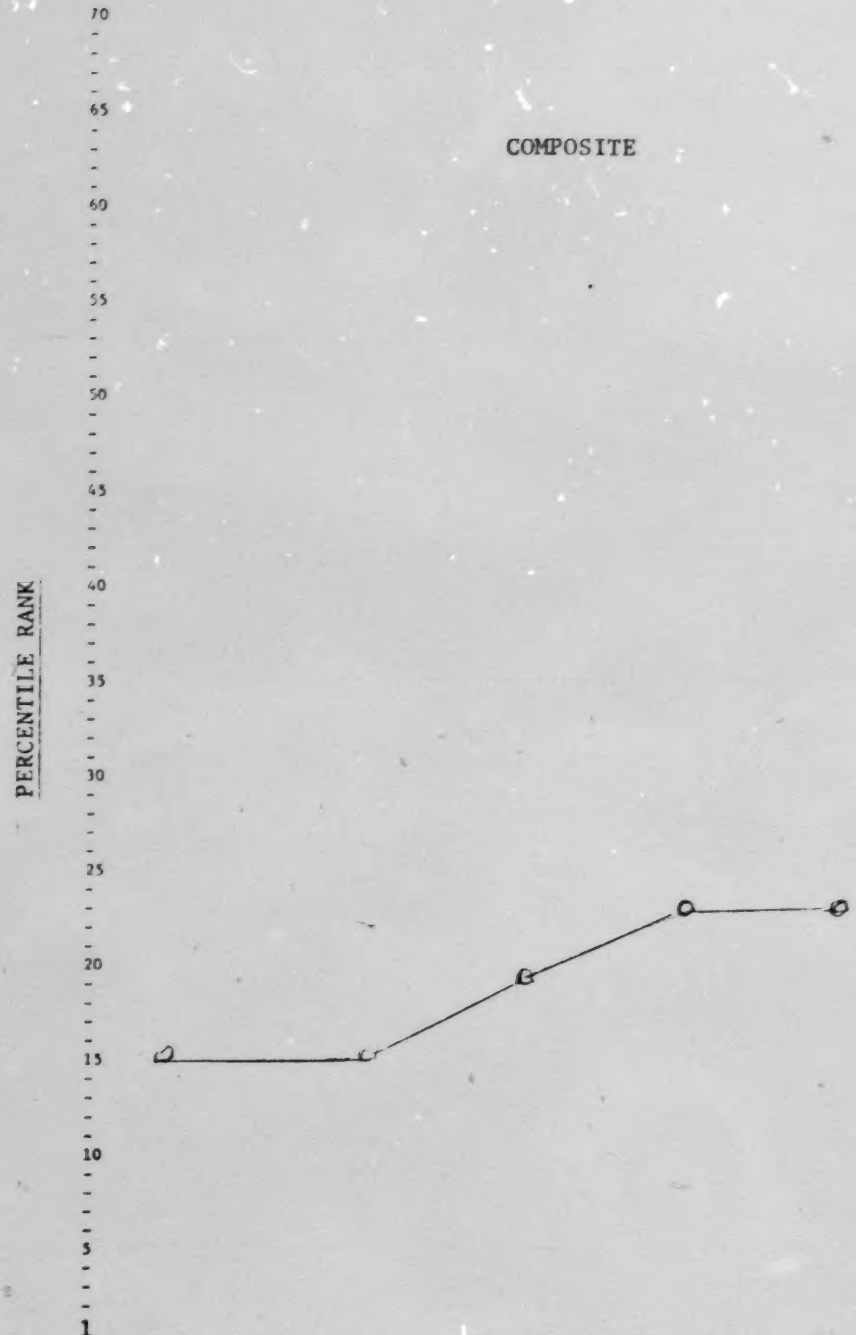
Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5



	1968	1969	1970	1971	1972
District 5	18	14	25	25	28

Figure 120

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5



	1968	1969	1970	1971	1972
District 5	15	15	19	23	23

Figure - 121

Spring Testing Trend Lines, 1968-1972
Iowa Tests of Basic Skills - Grade 3
District 5

APPENDIX B

Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank, By - Years of Exposure in Program for Total Program and Models; City-Wide Test Data, Spring, 1972

Kindergarten, SESAT -	All:	Tables 1 - 5
	HS:	Tables 31 - 35
First Grade, MAT - I -	All:	Tables 6 - 10
	HS:	Tables 36 - 40
Second Grade, MAT-II-	All:	Tables 11 - 19
	HS:	Tables 41 - 49
Third Grade, ITBS -	All:	Tables 20 - 30
	HS:	Tables 50 - 60

TABLE. 1. Kindergarten (ALL) - Test: SESAT, Environment; Score: Raw Score: Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	168	27	16	3	22	6	0	0	0	0	0	0	171	27	16
Behavior Analysis	293	28	20	2	32	36	0	0	0	0	0	0	295	28	20
Bilingual	169	28	20	2	25	12	0	0	0	0	0	0	171	28	20
EDC	249	31	30	2	29	23	0	0	0	0	0	0	251	31	30
Florida Parent	88	29	23	1	21	6	0	0	0	0	0	0	89	29	23
Parent Implemented	53	27	16	5	34	50	0	0	0	0	0	0	58	28	20
Philadelphia Process	190	30	26	2	37	74	1	37	74	0	0	0	193	30	26
Total Program	1,210	29	23	17	30	26	1	37	74	0	0	0	1,228	29	23

TABLE. 2. Kindergarten (ALL) - Test: SESAT, Mathematics; Score: Raw Score: Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	165	16	26	2	22	64	0	0	0	0	0	0	167	16	26
Behavior Analysis	289	18	38	2	23	72	0	0	0	0	0	0	291	18	38
Bilingual	169	17	32	2	19	44	0	0	0	0	0	0	171	17	32
EDC	249	19	44	2	12	10	0	0	0	0	0	0	251	19	44
Florida Parent	88	17	32	1	18	38	0	0	0	0	0	0	89	17	32
Parent Implemented	53	19	44	5	21	58	0	0	0	0	0	0	58	19	44
Philadelphia Process	191	18	38	2	25	86	1	24	80	0	0	0	194	18	38
Total Program	1,204	18	38	16	20	50	1	24	80	0	0	0	1,221	18	38

TABLE. 3. Kindergarten (ALL) - Test: SESAT, Letters and Sounds; Score: Raw Score: Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	164	17	42	2	21	62	0	0	0	0	0	0	166	17	42
Behavior Analysis	289	20	58	2	23	72	0	0	0	0	0	0	291	20	58
Bilingual	166	15	32	2	16	38	0	0	0	0	0	0	168	15	32
EDC	248	19	54	2	17	42	0	0	0	0	0	0	250	19	54
Florida Parent	88	19	54	1	21	62	0	0	0	0	0	0	89	19	54
Parent Implemented	53	18	48	5	21	62	0	0	0	0	0	0	58	18	48
Philadelphia Process	189	20	58	2	23	72	1	28	96	0	0	0	192	20	58
Total Program	1,197	19	54	16	20	58	1	28	96	0	0	0	1,214	19	54

TABLE. 4. Kindergarten (ALL) - Test: SESAT, Aural Comprehension: Score: Raw Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	165	17	28	2	19	42	0	0	0	0	0	0	167	17	28
Behavior Analysis	286	17	28	2	17	28	0	0	0	0	0	0	288	17	28
Bilingual	167	16	22	2	14	12	0	0	0	0	0	0	169	16	22
EDC	248	19	42	2	15	16	0	0	0	0	0	0	250	19	42
Florida Parent	86	18	34	1	14	12	0	0	0	0	0	0	87	18	34
Parent Implemented	53	18	34	5	20	50	0	0	0	0	0	0	58	18	34
Philadelphia Process	185	18	34	2	22	66	1	25	89	0	0	0	188	18	34
Total Program	1,190	18	34	16	18	34	1	25	89	0	0	0	1,207	18	34

TABLE. 5: Kindergarten (ALL) SESAT, Total; Score: Sum of Raw Scores: Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	161	78	26	2	94	54	0	0	0	0	0	0	163	78	26
Behavior Analysis	284	82	32	2	94	54	0	0	0	0	0	0	286	82	32
Bilingual	165	76	23	2	73	20	0	0	0	0	0	0	167	76	23
EDC	248	88	42	2	73	20	0	0	0	0	0	0	250	88	42
Florida Parent	86	83	34	1	74	20	0	0	0	0	0	0	87	82	32
Parent Implemented	53	82	32	5	97	60	0	0	0	0	0	0	58	84	34
Philadelphia Process	185	87	40	2	100+	66+	1	114	92	0	0	0	188	87	40
Total Program	1,182	83	34	16	90	46	1	114	92	0	0	0	1,199	83	34

TABLE. 6. First Grade (ALL) - Test: MAT-I, Word Knowledge: Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	43	33	26	134	36	36	0	0	0	0	0	0	177	35	32
Behavior Analysis	70	35	32	231	43	58	5	35	32	0	0	0	306	41	50
Bilingual	83	33	26	145	39	44	9	38	42	0	0	0	237	37	38
EDC	71	33	26	204	34	28	1	67	99	0	0	0	276	34	28
Florida Parent	28	31	22	105	35	32	7	41	50	1	29	16	141	35	32
Parent Implemented	17	30	18	44	34	28	4	30	18	0	0	0	65	33	26
Philadelphia Process	72	34	28	165	37	38	1	32	24	0	0	0	238	36	36
Total Program	384	33	26	1,028	38	42	27	38	42	1	29	16	1,440	36	36

TABLE. 7. First Grade (ALL) - Test MAT-I, Word Analysis: Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	43	31	16	134	33	24	0	0	0	0	0	0	177	33	24
Behavior Analysis	70	35	34	229	40	64	5	37	46	0	0	0	304	39	58
Bilingual	83	29	11	143	34	28	9	35	34	0	0	0	235	32	18
EDC	70	31	16	202	32	18	1	45	84	0	0	0	273	31	16
Florida Parent	27	32	18	103	34	28	7	32	18	1	30	14	138	33	24
Parent Implemented	17	31	16	43	34	28	4	29	11	0	0	0	64	33	24
Philadelphia Process	73	35	34	165	37	46	1	30	14	0	0	0	239	36	40
Total Program	383	32	18	1,019	35	34	27	34	28	1	30	14	1,430	34	28

TABLE. 8. First Grade (ALL) - Test MAT-I, Reading: Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	42	35	34	133	37	38	0	0	0	0	0	0	175	36	36
Behavior Analysis	68	37	38	231	41	56	5	36	36	0	0	0	304	40	52
Bilingual	85	34	30	139	38	44	9	35	34	0	0	0	233	37	38
EDC	69	35	34	199	36	36	1	51	89	0	0	0	269	36	36
Florida Parent	28	33	24	102	35	34	7	36	36	1	39	48	138	34	30
Parent Implemented	18	34	30	43	36	36	4	33	24	0	0	0	65	36	36
Philadelphia Process	73	37	38	165	39	48	1	34	30	0	0	0	239	38	44
Total Program	383	35	34	1,012	38	44	27	36	36	1	39	48	1,423	37	38

TABLE. 9. First Grade (ALL) - Test: MAT-I, Total Reading; Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	42	33	26	133	36	36	0	0	0	0	0	0	175	35	32
Behavior Analysis	68	35	32	232	41	56	5	35	32	0	0	0	305	39	46
Bilingual	80	33	26	137	38	42	9	37	40	0	0	0	226	36	36
EDC	69	33	26	200	34	30	1	53	92	0	0	0	270	34	30
Florida Parent	28	31	22	102	34	30	7	38	42	1	33	26	138	34	30
Parent Implemented	16	32	23	43	34	30	4	31	22	0	0	0	63	34	30
Philadelphia Process	72	34	30	163	37	40	1	33	26	0	0	0	236	36	30
Total Program	375	34	30	1,010	37	40	27	36	36	1	33	26	1,413	36	36

TABLE. 10. First Grade (ALL) - Test: MAT-I, Total Mathematics: Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	41	36	32	130	37	36	0	0	0	0	0	0	171	37	36
Behavior Analysis	70	37	36	228	45	56	5	36	32	0	0	0	303	43	52
Bilingual	73	34	24	138	41	48	9	42	50	0	0	0	220	39	42
EDC	69	39	42	196	38	40	1	78	99	0	0	0	266	39	42
Florida Parent	27	34	24	103	37	36	7	34	24	1	36	32	138	36	32
Parent Implemented	17	33	20	44	37	36	4	35	28	0	0	0	65	36	32
Philadelphia Process	72	34	24	161	37	36	1	23	4	0	0	0	234	36	32
Total Program	369	36	32	1,000	40	46	27	39	42	1	36	32	1,397	38	40

TABLE. 11. Second Grade (ALL) - Test: MAT-II, Word Knowledge: Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	26	48	20	54	45	12	121	48	20	2	44	11	203	47	16
Behavior Analysis	50	45	12	78	49	22	226	50	26	1	57	64	355	49	22
Bilingual	23	45	12	56	46	14	105	47	16	3	41	6	187	46	14
EDC	33	51	32	58	49	22	140	47	16	0	0	0	231	48	20
Florida Parent	17	46	14	19	39	4	84	44	11	2	43	10	122	43	10
Parent Implemented	8	46	14	13	48	20	45	49	22	4	43	10	70	48	20
Philadelphia Process	18	47	16	39	48	20	118	51	32	3	51	32	178	50	26
Total Program	175	47	16	317	47	16	839	48	20	15	45	12	1,346	48	20

TABLE. 12. Second Grade (ALL) - Test: MAT-II, Word Analysis: Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	25	43	22	54	40	14	120	43	22	2	34	4	201	42	20
Behavior Analysis	49	41	16	78	42	20	224	45	28	1	58	70	352	44	26
Bilingual	23	39	12	59	39	12	107	41	16	3	38	10	192	40	14
EDC	32	45	28	58	42	20	141	40	14	0	0	0	231	41	16
Florida Parent	17	41	16	17	38	10	83	42	20	2	38	10	119	41	16
Parent Implemented	8	43	22	13	43	22	44	44	26	4	36	8	69	43	22
Philadelphia Process	18	43	22	39	43	22	117	46	32	3	44	26	177	45	28
Total Program	172	42	20	318	41	16	836	43	22	15	40	14	1,341	42	20

TABLE. 13. Second Grade (ALL) - Test: MAT-II, Reading, Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	24	44	20	53	42	18	120	44	20	2	41	16	199	43	20
Behavior Analysis	48	44	20	75	46	23	218	47	26	1	55	60	342	46	23
Bilingual	20	43	20	57	45	22	96	46	23	3	42	18	176	46	23
EDC	32	48	28	56	47	26	140	44	20	0	0	0	228	45	22
Florida Parent	17	43	20	14	43	20	87	45	22	2	41	16	120	44	20
Parent Implemented	9	36	8	13	45	22	48	45	22	4	43	20	74	44	20
Philadelphia Process	18	42	18	40	47	26	118	49	32	3	47	26	179	48	28
Total Program	168	44	20	308	45	22	827	46	23	15	44	20	1,318	46	23

TABLE. 14. Second Grade (ALL) - Test: MAT-II, Total Reading: Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	24	45	16	53	43	12	120	45	16	2	44	14	199	44	14
Behavior Analysis	48	44	14	75	47	23	218	48	28	1	55	62	342	47	23
Bilingual	20	43	12	52	45	16	94	46	20	3	41	10	169	45	16
EDC	32	48	28	56	47	23	138	45	16	0	0	0	226	46	20
Florida Parent	17	43	12	14	40	8	80	44	14	2	41	10	113	43	12
Parent Implemented	8	40	8	13	45	16	45	46	20	4	42	11	70	45	16
Philadelphia Process	18	44	14	39	46	20	118	49	34	3	48	28	178	48	28
Total Program	167	45	16	302	45	16	813	46	20	15	44	14	1,297	46	20

TABLE. 15. Second Grade (ALL) - Test: MAT-II, Spelling: Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	25	48	20	53	47	18	121	51	30	2	44	12	201	49	24
Behavior Analysis	49	47	18	76	51	30	222	55	42	1	69	82	348	53	36
Bilingual	20	48	20	57	45	14	100	48	20	3	39	8	180	47	18
EDC	33	52	34	57	49	24	140	47	18	0	0	0	230	48	20
Florida Parent	16	45	14	17	41	10	89	47	18	2	37	6	124	46	16
Parent Implemented	9	48	20	13	50	28	47	52	34	4	45	14	73	51	30
Philadelphia Process	17	51	30	39	54	38	118	57	52	3	58	56	177	56	48
Total Program	169	49	24	312	49	24	837	51	30	15	47	18	1,333	50	28

TABLE. 16. Second Grade (ALL) - Test: MAT-II, Mathematics Computation: Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	26	44	12	54	43	11	120	45	14	2	34	4	202	44	12
Behavior Analysis	50	47	20	78	50	30	223	53	46	1	54	52	352	51	36
Bilingual	19	45	14	58	45	14	107	46	18	3	50	30	187	46	18
EDC	33	45	14	57	47	20	142	45	14	0	0	0	232	46	18
Florida Parent	17	46	18	18	41	10	89	47	20	2	44	12	126	46	18
Parent Implemented	9	46	18	13	50	30	46	51	36	4	52	40	72	50	30
Philadelphia Process	17	49	26	39	49	26	116	49	26	3	53	46	175	49	26
Total Program	171	46	18	317	47	20	843	48	22	15	48	22	1,346	48	22

TABLE. 17. Second Grade (ALL) - Test: MAT-II, Mathematics Concepts: Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	26	44	12	52	47	16	120	48	18	2	41	10	200	47	16
Behavior Analysis	49	50	24	76	51	28	223	52	32	1	56	48	349	51	28
Bilingual	21	52	32	59	53	38	107	54	42	3	52	32	190	53	38
EDC	32	51	28	57	52	32	142	49	22	0	0	0	231	50	24
Florida Parent	15	48	18	17	44	12	89	49	22	2	38	6	123	48	18
Parent Implemented	9	51	28	13	55	44	48	55	44	4	47	16	74	54	42
Philadelphia Process	16	45	14	38	48	18	117	50	24	3	51	28	174	49	22
Total Program	168	49	22	312	50	24	846	51	28	15	47	16	1,341	50	24

TABLE. 18. Second Grade (ALL) - Test: MAT-II, Mathematics Problem Solving: Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	25	49	22	53	49	22	120	50	26	2	45	14	200	50	26
Behavior Analysis	46	52	34	76	52	34	223	54	38	1	65	78	346	53	36
Bilingual	20	51	30	59	51	30	110	53	36	3	53	36	192	52	34
EDC	32	50	26	57	54	38	142	50	26	0	0	0	231	51	30
Florida Parent	14	53	36	18	45	14	89	51	30	2	49	22	123	50	26
Parent Implemented	8	50	26	13	52	34	46	54	38	4	53	36	71	53	36
Philadelphia Process	17	51	30	38	50	26	118	51	30	3	50	26	176	51	30
Total Program	162	51	30	314	51	30	848	52	34	15	52	34	1,339	52	34

TABLE. 19. Second Grade (ALL) - Test: MAT-II, Total Mathematics, Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	24	46	10	52	48	12	118	49	14	2	40	6	196	49	14
Behavior Analysis	46	52	24	74	53	28	219	55	38	1	60	62	340	54	34
Bilingual	17	54	34	57	51	20	104	53	28	3	53	28	181	52	24
EDC	32	51	20	56	52	24	142	50	16	0	0	0	230	51	20
Florida Parent	12	51	20	17	45	10	85	50	16	2	45	10	116	50	16
Parent Implemented	8	51	20	13	55	38	45	56	44	4	53	28	70	55	38
Philadelphia Process	15	50	16	36	51	20	116	51	20	3	53	28	170	51	20
Total Program	154	51	20	305	51	20	829	52	24	15	51	20	1,303	52	24

TABLE. 20. Third Grade (ALL) - Test: ITBS, Vocabulary, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	25	18	13	26	20	18	24	15	59	27	22	98	26	20
Behavior Analysis	24	30	30	19	27	22	53	30	30	119	32	35	215	31	33
Bilingual	29	23	13	23	23	13	51	24	15	76	24	15	179	24	15
EDC	27	28	25	37	27	22	44	27	22	147	30	30	255	29	28
Florida Parent	8	30	30	10	30	30	27	27	22	57	30	30	102	29	28
Parent Implemented	9	26	20	8	31	33	15	40	59	37	32	35	69	33	38
Philadelphia Process	22	28	25	32	27	22	30	30	30	112	32	35	196	30	30
Total Program	127	27	22	142	26	20	238	28	25	607	30	30	114	29	28

TABLE. 21. Third Grade (ALL) - Test: ITBS, Reading Comprehension, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE: ONE			TWO			THREE			FOUR			TOTAL		
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	26	18	13	25	16	18	23	11	58	28	23	97	26	18
Behavior Analysis	24	25	16	21	28	23	54	27	21	121	32	35	220	29	26
Bilingual	27	25	16	23	26	18	50	25	16	75	26	18	175	26	18
EDC	26	27	21	36	27	21	45	26	18	150	30	29	257	28	23
Florida Parent	8	35	44	10	26	18	26	27	21	57	29	26	101	28	23
Parent Implemented	9	26	18	8	34	41	15	39	55	37	33	38	69	33	38
Philadelphia Process	23	26	18	31	29	26	29	30	29	113	31	32	196	30	29
Total Program	125	26	18	142	27	21	237	27	21	611	30	29	1,115	29	26

TABLE. 22. Third Grade (ALL) - Test: ITBS, Spelling, Score: Grade Equivalent
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	31	32	14	28	23	17	29	26	60	31	32	99	30	29
Behavior Analysis	24	29	26	21	29	26	54	28	23	120	35	44	219	32	35
Bilingual	29	24	14	23	24	14	51	20	7	77	21	8	180	22	10
EDC	27	29	26	37	27	20	45	26	18	150	29	26	259	28	23
Florida Parent	8	33	38	9	31	32	27	26	18	56	30	29	100	29	26
Parent Implemented	9	24	14	8	31	32	14	39	55	37	35	44	68	34	41
Philadelphia Process	22	27	20	31	30	29	29	33	38	111	34	41	193	32	35
Total Program	127	28	23	143	28	23	237	27	20	611	31	32	1,118	29	26

TABLE. 23. Third Grade (ALL) - Test: ITBS, Capitalization, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	28	24	13	31	33	17	24	14	60	28	24	98	27	21
Behavior Analysis	24	29	27	23	30	30	54	33	39	117	34	42	218	33	39
Bilingual	30	25	16	23	26	19	51	24	14	77	25	16	181	25	16
EDC	27	28	24	37	28	24	45	27	21	150	29	27	259	28	24
Florida Parent	8	31	33	8	33	39	27	26	19	55	31	33	98	30	30
Parent Implemented	8	25	16	8	33	39	15	38	52	37	33	39	68	33	39
Philadelphia Process	22	29	27	31	30	30	29	33	39	112	34	42	194	33	39
Total Program	127	28	24	143	29	27	238	29	27	608	31	33	1,116	30	30

TABLE. 24. Third Grade (ALL) - Test: ITBS, Punctuation, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	35	44	13	34	41	18	29	26	58	35	44	97	34	41
Behavior Analysis	23	29	26	23	29	26	55	36	47	119	36	47	220	35	44
Bilingual	30	29	26	23	30	29	51	29	26	76	31	32	180	30	29
EDC	28	32	35	37	33	38	45	30	29	150	34	41	260	33	38
Florida Parent	8	38	52	9	29	26	26	30	29	56	33	38	99	32	35
Parent Implemented	9	34	41	8	30	29	15	37	49	37	36	47	69	35	44
Philadelphia Process	23	30	29	29	33	38	30	39	54	114	40	57	196	37	49
Total Program	129	31	32	142	32	35	240	33	38	610	35	44	1,121	34	41

TABLE. 25. Third Grade (ALL) - Test: ITBS, Usage, Score: Grade Equivalent
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE: ONE			TWO			THREE			FOUR			TOTAL		
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	34	42	13	28	28	18	26	24	57	31	35	96	30	33
Behavior Analysis	24	26	24	23	24	19	56	28	28	120	29	31	223	28	28
Bilingual	30	22	14	23	23	16	51	25	21	75	24	19	179	24	19
EDC	27	28	28	37	24	19	45	27	26	148	31	35	257	29	31
Florida Parent	8	30	33	9	25	21	26	26	24	56	28	28	99	27	26
Parent Implemented	8	24	19	8	31	35	15	38	52	36	32	38	67	32	38
Philadelphia Process	23	27	26	30	29	31	28	30	33	114	30	33	195	29	31
Total Program	128	26	24	143	26	24	239	28	28	606	29	31	1116	28	28

TABLE. 26. Third Grade (ALL) - Test: ITBS, Total Language, Score: Grade Equivalent
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	32	35	13	31	31	18	25	13	55	32	35	94	30	28
Behavior Analysis	23	29	25	21	28	22	50	32	35	118	34	40	212	32	35
Bilingual	29	25	13	23	26	16	51	25	13	76	25	13	179	25	13
EDC	26	29	25	37	28	22	44	28	22	149	31	31	256	30	28
Florida Parent	8	33	38	9	29	25	26	27	19	54	31	31	97	30	28
Parent Implemented	8	27	19	8	31	31	14	39	55	36	34	40	66	34	40
Philadelphia Process	22	28	22	28	31	31	28	34	40	108	35	43	186	33	38
Total Program	124	28	22	139	29	25	231	29	25	596	32	35	1,090	30	28

TABLE. 27. Third Grade (ALL) - Test: ITBS, Arithmetic Concepts, Score: Grade Equivalent
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	7	24	6	14	28	16	18	28	16	58	29	19	97	29	19
Behavior Analysis	24	31	27	22	31	27	55	35	42	120	36	46	221	35	42
Bilingual	30	28	16	23	26	10	51	25	8	76	26	10	180	26	10
EDC	28	28	16	36	28	16	46	26	10	149	29	19	259	28	16
Florida Parent	8	26	10	10	28	16	26	29	19	56	32	30	100	30	23
Parent Implemented	9	27	13	8	34	38	15	39	56	37	32	30	69	33	34
Philadelphia Process	22	27	13	32	29	19	29	30	23	113	32	30	196	31	27
Total Program	128	28	16	145	29	19	240	30	23	609	31	27	1,112	30	23

TABLE. 28. Third Grade (ALL) - Test: ITBS, Arithmetic Problem Solving, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	27	19	14	32	33	18	29	24	58	29	24	98	29	24
Behavior Analysis	24	28	23	22	29	24	52	32	33	119	32	33	217	31	30
Bilingual	29	31	30	23	26	17	49	28	22	75	28	22	176	28	22
EDC	28	27	19	37	29	24	44	27	19	148	30	27	257	29	24
Florida Parent	7	37	49	9	30	27	26	27	19	55	34	39	97	32	33
Parent Implemented	9	26	17	8	34	39	15	40	62	37	33	36	69	34	39
Philadelphia Process	23	28	22	30	31	30	28	32	33	108	32	33	189	31	30
Total Program	128	29	24	143	30	27	232	30	27	600	31	30	1,103	30	27

TABLE. 29. Third Grade (ALL) - Test: ITBS, Total Arithmetic, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	7	25	9	13	33	35	18	28	18	58	30	25	96	30	25
Behavior Analysis	24	30	25	22	30	25	52	34	39	118	34	39	216	33	35
Bilingual	29	29	21	23	26	11	49	26	11	75	27	14	176	27	14
EDC	28	27	14	36	29	21	44	26	11	148	30	25	256	29	21
Florida Parent	6	33	35	8	29	21	26	28	18	55	33	35	95	31	28
Parent Implemented	9	26	11	8	34	39	15	40	62	37	33	35	69	34	39
Philadelphia Process	22	28	18	30	30	25	27	31	28	107	32	32	186	31	28
Total Program	125	28	18	140	29	21	231	30	25	598	31	28	1,094	30	25

TABLE. 30. Third Grade (ALL) - Test: ITBS, Composite, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	7	25	9	13	30	27	17	25	9	53	29	23	90	28	19
Behavior Analysis	23	28	19	17	29	23	46	31	30	113	32	34	199	31	30
Bilingual	26	25	9	23	25	9	48	25	9	72	25	9	169	25	9
EDC	26	28	19	35	27	15	42	27	15	143	30	27	246	29	23
Florida Parent	6	31	30	7	29	23	26	27	15	53	30	27	92	29	23
Parent Implemented	8	26	12	8	32	34	14	40	61	36	33	38	66	33	38
Philadelphia Process	21	27	15	26	30	27	26	32	34	101	33	38	174	31	30
Total Program	117	27	15	129	28	19	219	29	23	571	30	27	1,036	29	23

TABLE. 31. Kindergarten (HS) - Test: SESAT, Environment; Score: Raw Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	70	27	16	1	37	74	0	0	0	0	0	0	71	27	16
Behavior Analysis	123	28	20	0	0	0	0	0	0	0	0	0	123	28	20
Bilingual	58	29	23	0	0	0	0	0	0	0	0	0	58	29	23
EDC	108	32	36	1	30	26	0	0	0	0	0	0	109	32	36
Florida Parent	35	30	26	0	0	0	0	0	0	0	0	0	35	30	26
Parent Implemented	15	28	20	2	37	74	0	0	0	0	0	0	17	29	23
Philadelphia Process	47	30	26	0	0	0	1	37	74	0	0	0	48	30	26
Total Program	456	29	23	4	35	56	1	37	74	0	0	0	461	29	23

TABLE. 32. Kindergarten (HS) - Test: SESAT, Mathematics; Score: Raw Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	69	15	22	1	26	92	0	0	0	0	0	0	70	16	26
Behavior Analysis	122	18	38	0	0	0	0	0	0	0	0	0	122	18	38
Bilingual	58	18	38	0	0	0	0	0	0	0	0	0	58	18	38
EDC	108	19	44	1	19	44	0	0	0	0	0	0	109	19	44
Florida Parent	35	18	38	0	0	0	0	0	0	0	0	0	35	18	38
Parent Implemented	15	20	50	2	22	64	0	0	0	0	0	0	17	20	50
Philadelphia Process	47	18	38	0	0	0	1	24	80	0	0	0	48	18	38
Total Program	454	18	38	4	22	64	1	24	80	0	0	0	459	18	38

TABLE. 33. Kindergarten (HS) - Test: SESAT, Letters and Sounds; Score: Raw Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	68	18	48	1	18	48	0	0	0	0	0	0	69	18	48
Behavior Analysis	122	20	58	0	0	0	0	0	0	0	0	0	122	20	58
Bilingual	57	15	32	0	0	0	0	0	0	0	0	0	57	15	32
EDC	108	20	58	1	22	68	0	0	0	0	0	0	109	20	58
Florida Parent	35	19	54	0	0	0	0	0	0	0	0	0	35	19	54
Parent Implemented	15	19	54	2	24	77	0	0	0	0	0	0	17	19	54
Philadelphia Process	47	21	62	0	0	0	1	28	96	0	0	0	48	21	62
Total Program	452	19	54	4	22	68	1	28	96	0	0	0	457	19	54

TABLE. 34. Kindergarten (HS) - Test: SESAT, Aural Comprehension; Score: Raw Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	68	17	28	1	23	76	0	0	0	0	0	0	69	17	28
Behavior Analysis	120	17	28	0	0	0	0	0	0	0	0	0	120	17	28
Bilingual	57	17	28	0	0	0	0	0	0	0	0	0	57	17	28
EDC	108	19	42	1	16	22	0	0	0	0	0	0	109	19	42
Florida Parent	35	18	34	0	0	0	0	0	0	0	0	0	35	18	34
Parent Implemented	15	19	42	2	20	50	0	0	0	0	0	0	17	19	42
Philadelphia Process	47	19	42	0	0	0	1	25	89	0	0	0	48	19	42
Total Program	450	18	34	4	20	50	1	25	89	0	0	0	455	18	34

TABLE. 35. Kindergarten (HS) - Test: SESAT, Total, Score: Raw Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	67	79	28	0	0	0	0	0	0	0	0	0	68	79	28
Behavior Analysis	120	82	32	0	0	0	0	0	0	0	0	0	120	82	32
Bilingual	57	79	28	0	0	0	0	0	0	0	0	0	57	79	28
EDC	108	88	42	1	87	40	0	0	0	0	0	0	109	88	42
Florida Parent	35	85	36	0	0	0	0	0	0	0	0	0	35	85	36
Parent Implemented	15	86	38	2	100+	66+	0	0	0	0	0	0	17	88	42
Philadelphia Process	47	87	40	0	0	0	1	114	92	0	0	0	48	88	42
Total Program	449	84	34	4	99	66	1	114	92	0	0	0	454	84	34

TABLE. 36. First Grade (HS) - Test: MAT-I, Word Knowledge, Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	32	24	57	35	32	0	0	0	0	0	0	65	35	32
Behavior Analysis	9	38	42	62	45	66	2	39	44	0	0	0	73	44	62
Bilingual	15	39	44	44	45	66	3	39	44	0	0	0	62	43	58
EDC	6	33	26	93	34	28	0	0	0	0	0	0	99	34	28
Florida Parent	3	31	22	38	38	42	4	46	40	0	0	0	45	38	42
Parent Implemented	4	28	12	19	35	32	2	30	18	0	0	0	25	33	26
Philadelphia Process	9	34	28	34	38	42	0	0	0	0	0	0	43	37	38
Total Program	54	35	32	347	38	42	11	40	46	0	0	0	412	38	42

TABLE. 37. First Grade (HS) - Test: MAT-I, Word Analysis, Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	35	34	57	34	28	0	0	0	0	0	0	65	34	28
Behavior Analysis	9	38	54	64	41	68	2	40	64	0	0	0	73	41	68
Bilingual	15	33	24	43	36	40	3	33	24	0	0	0	61	35	34
EDC	6	31	16	92	32	18	0	0	0	0	0	0	98	32	18
Florida Parent	3	32	18	38	35	34	4	34	28	0	0	0	45	34	28
Parent Implemented	4	32	18	18	35	34	2	30	14	0	0	0	24	34	28
Philadelphia Process	9	36	40	34	37	46	0	0	0	0	0	0	43	37	46
Total Program	54	34	28	344	35	34	11	34	28	0	0	0	409	35	34

TABLE. 38. First Grade (HS) - Test: MAT - I, Reading, Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	33	24	57	36	36	0	0	0	0	0	0	65	36	36
Behavior Analysis	9	38	44	62	41	56	2	42	62	0	0	0	73	41	56
Bilingual	15	36	36	44	40	52	3	36	36	0	0	0	62	39	48
EDC	6	36	36	91	36	36	0	0	0	0	0	0	97	36	36
Florida Parent	3	35	34	36	35	34	4	37	38	0	0	0	43	35	34
Parent Implemented	5	36	36	19	38	44	2	31	20	0	0	0	26	37	38
Philadelphia Process	9	36	36	34	40	52	0	0	0	0	0	0	43	39	48
Total Program	55	36	36	343	38	44	11	37	38	0	0	0	409	38	44

TABLE. 39. First Grade (HS), - Test: MAT-I, Total Reading, Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	8	32	23	57	35	32	0	0	0	0	0	0	65	35	32
Behavior Analysis	9	37	40	62	42	60	2	40	50	0	0	0	73	41	56
Bilingual	15	36	36	43	41	56	3	38	42	0	0	0	61	40	50
EDC	6	35	32	91	34	30	0	0	0	0	0	0	97	35	32
Florida Parent	3	33	26	36	35	32	4	41	56	0	0	0	43	36	36
Parent Implemented	4	32	23	19	36	36	2	30	20	0	0	0	25	35	32
Philadelphia Process	9	35	32	34	38	42	0	0	0	0	0	0	43	37	40
Total Program	54	35	32	342	37	40	11	38	42	0	0	0	407	37	40

TABLE. 40. First Grade (HS) - Test: MAT-I, Total Mathematics, Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	7	39	42	56	36	32	0	0	0	0	0	0	63	36	32
Behavior Analysis	9	42	50	62	46	58	2	37	36	0	0	0	73	46	58
Bilingual	13	39	42	43	44	52	3	37	36	0	0	0	59	43	52
EDC	6	40	46	88	38	40	0	0	0	0	0	0	94	38	40
Florida Parent	2	32	16	37	38	40	4	38	40	0	0	0	43	38	40
Parent Implemented	5	33	20	19	37	36	2	33	20	0	0	0	26	36	32
Philadelphia Process	9	31	14	32	37	36	0	0	0	0	0	0	41	36	32
Total Program	51	38	40	337	40	46	11	37	36	0	0	0	399	40	46

TABLE. 41. Second Grade (HS) - Test: MAT-II, Word Knowledge, Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	2	48	20	10	48	20	54	48	20	0	0	0	66	48	20
Behavior Analysis	7	46	14	7	52	38	88	52	38	0	0	0	102	52	38
Bilingual	2	47	16	1	46	14	37	47	16	1	46	14	41	47	16
EDC	3	57	64	8	54	50	60	47	16	0	0	0	71	49	22
Florida Parent	3	51	32	1	31	1	41	45	12	1	43	10	46	45	12
Parent Implemented	3	45	12	2	43	10	18	45	12	3	39	4	26	45	12
Philadelphia Process	1	47	16	5	48	20	54	53	44	1	50	26	61	52	38
Total Program	21	49	22	34	49	22	352	49	22	6	43	10	413	49	22

TABLE. 42. Second Grade (HS) - Test: MAT-II, Word Analysis, Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

OLLOW THROUGH ODELS AND OTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
ank Street	2	43	22	10	45	28	54	43	22	0	0	0	66	43	22
ehavior nalysis	7	39	12	7	47	36	87	46	32	0	0	0	101	45	28
ilingual	2	44	26	1	42	20	37	41	16	1	35	6	41	41	16
DC	3	55	62	8	43	22	60	40	14	0	0	0	71	41	16
lorida arent	3	49	38	0	0	0	40	42	20	1	35	6	44	43	22
arent mplemented	3	41	16	2	40	14	18	41	16	3	34	4	26	40	14
hiladelphia rocess	1	45	28	5	41	16	54	47	36	1	45	28	61	47	36
otal rogram	21	44	26	33	44	26	350	44	26	6	36	3	410	43	22

TABLE. 43. Second Grade (HS) - Test: MAT-II, Reading, Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE: ONE			TWO			THREE			FOUR			TOTAL		
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	2	46	23	10	46	23	54	45	22	0	0	0	66	45	22
Behavior Analysis	7	46	23	7	47	26	83	49	36	0	0	0	97	49	32
Bilingual	1	32	2	1	47	26	31	47	26	1	46	23	34	46	23
EDC	3	56	64	8	47	26	60	44	20	0	0	0	71	45	22
Florida Parent	3	47	26	1	47	26	41	47	26	1	42	18	46	47	26
Parent Implemented	3	33	4	2	42	18	21	42	18	3	37	10	29	41	16
Philadelphia Process	1	44	20	6	48	28	54	51	40	1	49	32	62	50	36
Total Program	20	45	22	35	47	26	344	47	26	6	42	18	405	47	26

TABLE. 44. Second Grade (HS) - Test: MAT-II, Total Reading, Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	2	46	20	10	46	20	54	45	16	0	0	0	66	45	16
Behavior Analysis	7	45	16	7	50	38	83	50	38	0	0	0	97	50	38
Bilingual	1	38	6	1	46	20	31	47	23	1	45	16	34	46	20
EDC	3	55	62	8	48	28	59	45	16	0	0	0	70	45	16
Florida Parent	3	49	34	1	38	6	39	45	16	1	42	11	44	45	16
Parent Implemented	3	40	8	2	42	11	18	42	11	3	37	4	26	41	10
Philadelphia Process	1	45	16	5	48	28	54	51	44	1	48	28	61	51	44
Total Program	20	46	20	34	47	23	338	47	23	6	41	10	398	47	23

TABLE. 45. Second Grade (HS) - Test: MAT-II, Spelling, Score: Standard Score
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	2	51	30	10	53	36	54	51	30	0	0	0	66	51	30
Behavior Analysis	7	48	20	7	58	56	87	57	52	0	0	0	101	56	48
Bilingual	2	51	30	1	41	10	35	49	24	1	39	8	39	49	24
EDC	3	63	72	8	55	42	60	47	18	0	0	0	71	48	20
Florida Parent	3	56	48	1	36	4	42	50	28	1	35	2	47	50	28
Parent Implemented	3	47	18	2	43	11	20	47	18	3	41	10	28	46	16
Philadelphia Process	1	56	48	5	52	34	54	58	56	1	62	70	61	57	52
Total Program	21	52	34	34	53	36	352	52	34	6	43	11	413	52	34

TABLE. 46. Second Grade (HS) - Test: MAT-II, Computation, Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	2	38	8	10	47	20	53	45	14	0	0	0	65	45	14
Behavior Analysis	7	49	26	7	52	40	86	53	46	0	0	0	100	53	46
Bilingual	1	53	46	1	37	6	37	45	14	1	50	30	40	46	18
EDC	3	47	20	8	50	30	61	45	14	0	0	0	72	46	14
Florida Parent	3	50	30	0	0	0	41	49	26	1	48	22	45	49	26
Parent Implemented	3	47	20	2	52	40	19	49	26	3	49	26	27	49	26
Philadelphia Process	1	56	62	6	47	20	53	50	30	1	58	74	61	50	30
Total Program	20	48	22	34	49	26	350	48	22	6	51	36	410	48	22

TABLE. 47. Second Grade (HS) - Test: MAT-II, Mathematics Concepts, Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	2	44	12	10	49	22	53	49	22	0	0	0	65	49	22
Behavior Analysis	7	52	32	7	58	58	85	53	38	0	0	0	99	54	42
Bilingual	1	49	22	1	48	18	37	54	42	1	50	24	40	53	38
EDC	3	48	18	8	53	38	61	49	22	0	0	0	72	49	22
Florida Parent	3	60	60	0	0	0	43	51	28	1	42	10	47	51	28
Parent Implemented	3	51	28	2	48	18	21	53	38	3	43	11	29	51	28
Philadelphia Process	1	67	78	5	52	32	53	52	32	1	49	22	60	52	32
Total Program	20	53	38	33	52	32	353	51	28	6	45	14	412	51	28

TABLE. 48. Second Grade (HS) - Test: MAT-II, Problem Solving, Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	2	39	8	10	55	42	54	50	26	0	0	0	66	51	30
Behavior Analysis	7	52	34	7	59	58	87	55	42	0	0	0	101	55	42
Bilingual	1	41	8	1	52	34	38	53	36	1	58	54	41	52	34
EDC	3	51	30	8	59	58	61	50	26	0	0	0	72	51	30
Florida Parent	3	53	36	1	50	26	43	52	34	1	49	22	48	52	34
Parent Implemented	3	50	26	2	44	12	20	51	30	3	52	34	28	50	26
Philadelphia Process	1	57	50	5	52	34	54	51	30	1	47	16	61	51	30
Total Program	20	50	26	34	55	42	357	52	34	6	52	34	417	52	34

TABLE. 49. Second Grade (HS) - Test: MAT-II, Total Mathematics, Score: Standard Score Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	2	42	8	10	52	24	52	51	20	0	0	0	64	51	20
Behavior Analysis	7	54	34	7	58	54	84	56	44	0	0	0	98	56	44
Bilingual	1	51	20	1	50	16	36	52	24	1	54	34	39	52	24
EDC	3	52	24	8	55	38	61	50	16	0	0	0	72	50	16
Florida Parent	3	56	44	0	0	0	40	52	24	1	49	14	44	52	24
Parent Implemented	3	52	24	2	50	16	19	53	28	3	50	16	27	53	28
Philadelphia Process	1	61	66	5	53	28	53	53	28	1	54	34	60	53	28
Total Program	20	53	28	33	54	34	345	53	28	6	51	20	404	53	28

TABLE. 50. Third Grade (HS) - Test: ITBS, Vocabulary, Score: Grade Equivalent
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE: ONE			TWO			THREE			FOUR			TOTAL		
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	20	7	1	33	38	1	22	11	35	27	22	38	27	22
Behavior Analysis	2	31	33	1	38	52	11	30	30	46	34	41	60	33	38
Bilingual	1	22	11	1	16	2	6	26	20	21	24	15	29	24	13
EDC	1	18	5	2	30	30	8	27	22	76	30	30	87	29	28
Florida Parent	1	48	82	1	31	33	4	26	20	22	28	25	28	29	28
Parent Implemented	2	27	22	0	0	0	3	43	69	18	34	41	23	34	41
Philadelphia Process	2	28	25	4	18	5	2	19	6	48	33	38	56	31	33
Total Program	10	28	25	10	25	18	35	28	25	266	30	30	321	30	30

TABLE. 51. Third Grade (HS) - Test: ITBS, Reading Comprehension, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	14	1	1	24	13	1	18	2	34	28	23	37	27	21
Behavior Analysis	2	27	21	1	32	35	11	30	29	46	31	32	60	31	32
Bilingual	1	28	23	1	20	5	6	26	18	20	27	21	28	26	18
EDC	1	21	7	2	29	26	8	24	13	77	28	23	88	28	23
Florida Parent	1	59	95	1	21	7	4	22	9	22	27	21	28	27	21
Parent Implemented	2	21	7	0	0	0	3	40	57	18	35	44	23	34	41
Philadelphia Process	2	28	23	4	28	23	2	21	7	49	32	35	57	31	32
Total Program	10	27	21	10	27	21	35	27	21	266	30	29	321	29	26

TABLE. 52. Third Grade (HS) - Test: ITBS, Spelling, Score: Grade Equivalent

Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Basic Street	1	35	44	1	44	66	1	35	44	35	32	35	38	32	35
Behavior Analysis	2	29	26	1	35	44	10	29	26	46	37	49	59	35	44
Bilingual	1	21	8	1	19	6	6	27	20	21	22	10	29	23	12
EDC	1	26	18	2	42	62	8	23	12	77	29	26	88	29	26
Florida Parent	1	44	66	1	28	23	4	24	14	22	28	23	28	28	23
Parent Implemented	2	27	20	0	0	0	3	45	68	18	36	47	23	37	49
Philadelphia Process	2	31	32	3	23	12	2	25	16	46	36	47	53	35	44
Total Program	10	30	29	9	31	32	34	28	23	265	32	35	318	31	32

TABLE. 53. Third Grade (HS) - Test: ITBS, Capitalization, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	38	52	1	52	82	1	20	6	35	29	27	38	30	30
Behavior Analysis	2	33	39	1	40	57	10	35	44	45	37	50	58	36	47
Bilingual	1	20	6	1	22	9	6	31	33	21	28	24	29	28	24
EDC	1	18	3	2	32	36	8	23	11	77	29	27	88	28	24
Florida Parent	1	56	88	1	25	16	4	19	4	21	28	24	27	27	21
Parent Implemented	1	31	33	0	0	0	3	38	52	18	36	47	22	36	47
Philadelphia Process	2	28	24	3	20	6	2	23	11	47	37	50	54	36	47
Total Program	9	32	36	9	29	27	34	29	27	264	32	36	316	32	36

TABLE. 54. Third Grade (HS) - Test: ITBS, Punctuation, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	39	54	1	43	65	1	19	5	33	38	52	36	37	49
Behavior Analysis	2	24	11	1	44	67	11	37	49	45	38	52	59	37	49
Bilingual	1	37	49	1	28	23	6	34	41	21	35	44	29	35	44
EDC	1	33	38	2	36	47	8	33	38	77	33	38	88	33	38
Florida Parent	1	33	38	1	28	23	4	25	16	21	30	29	27	29	26
Parent Implemented	2	32	35	0	0	0	3	37	49	18	39	54	23	38	52
Philadelphia Process	2	33	38	3	25	16	2	24	13	48	42	62	55	40	57
Total Program	10	32	35	9	32	35	35	33	38	263	36	47	317	36	47

TABLE. 55. Third Grade (HS) - Test: ITBS, Usage, Score: Grade Equivalent
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	38	32	1	33	40	1	21	12	33	31	35	36	31	35
Behavior Analysis	2	38	32	1	32	38	11	30	33	45	29	31	59	30	33
Bilingual	1	21	12	1	17	5	6	32	38	21	26	24	29	27	26
EDC	1	24	19	2	23	14	8	26	24	76	29	31	87	29	31
Florida Parent	1	39	54	1	28	28	4	20	10	21	27	26	27	27	26
Parent Implemented	1	17	5	0	0	0	3	39	54	18	35	45	22	35	45
Philadelphia Process	2	30	33	3	20	10	2	24	19	49	31	35	56	30	33
Total Program	9	28	28	9	24	19	35	29	31	263	30	33	316	29	31

TABLE. 56. Third Grade (HS) - Test: ITBS, Total Language, Score: Grade Equivalent
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	36	46	1	43	65	1	24	11	31	33	38	34	33	38
Behavior Analysis	2	30	28	1	38	52	10	33	38	46	35	43	59	34	40
Bilingual	1	25	13	1	22	6	6	31	31	21	28	22	29	28	22
EDC	1	25	13	2	34	40	8	26	16	76	30	28	87	30	28
Florida Parent	1	43	65	1	27	19	4	22	6	21	28	22	27	28	22
Parent Implemented	1	30	28	0	0	0	3	40	57	18	37	49	22	37	49
Philadelphia Process	2	31	31	2	26	16	2	24	11	44	37	49	50	36	46
Total Program	9	31	31	8	31	31	34	30	28	257	33	38	308	32	35

TABLE. 57. Third Grade (HS), Test: ITBS, Arithmetic Concepts, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	21	2	1	40	59	1	30	23	33	31	27	36	31	27
Behavior Analysis	2	22	3	1	34	38	11	36	46	46	37	49	60	37	46
Bilingual	1	37	49	1	27	13	6	29	19	21	30	23	29	30	23
EDC	1	15	1	2	29	19	8	24	6	77	29	19	88	28	16
Florida Parent	1	33	34	1	28	16	4	26	10	21	31	27	27	30	23
Parent Implemented	2	26	10	0	0	0	3	40	59	18	35	42	23	35	42
Philadelphia Process	2	24	6	4	25	8	2	29	1	48	34	38	56	32	30
Total Program	10	25	6	10	29	16	35	30	23	264	32	30	319	32	30

TABLE. 58. Third Grade (HS) - Test· ITBS, Arithmetic Problem Solving, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	15	1	1	27	19	1	27	19	33	31	30	36	30	27
Behavior Analysis	2	24	13	1	43	75	11	29	24	46	31	30	60	31	30
Bilingual	1	27	19	1	20	5	5	36	46	20	30	27	27	31	30
EDC	1	30	27	2	35	42	7	30	27	77	30	27	87	30	27
Florida Parent	1	34	39	1	30	27	4	26	17	21	34	39	27	32	33
Parent Implemented	2	20	5	0	0	0	3	37	49	18	36	46	23	35	42
Philadelphia Process	2	33	36	4	30	27	2	22	9	47	34	39	55	33	36
Total Program	10	26	17	10	31	30	33	30	27	262	32	33	315	31	30

TABLE. 59. Third Grade (HS) - Test: ITBS, Total Arithmetic, Score: Grade Equivalent Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	18	1	1	34	39	1	28	18	33	33	35	36	33	35
Behavior Analysis	2	23	5	1	38	55	11	33	35	46	34	39	60	34	39
Bilingual	1	32	32	1	24	7	5	33	35	20	30	25	27	30	25
EDC	1	22	4	2	32	32	7	28	18	77	29	21	87	29	21
Florida Parent	1	34	39	1	29	21	4	26	11	21	32	32	27	31	28
Parent Implemented	2	23	5	0	0	0	3	38	55	18	36	47	23	35	43
Philadelphia Process	2	29	21	4	27	14	2	20	2	46	34	29	54	33	35
Total Program	10	25	9	10	30	25	33	31	28	261	32	32	314	32	32

TABLE. 60. Third Grade (HS) - Test: ITBS, Composite, Score: Grade Equivalent
Number of Pupils, Mean Score Achieved, and Corresponding National Pupil Percentile Rank By Years of Exposure in Program for Follow Through Models and Total Program.

FOLLOW THROUGH MODELS AND TOTAL PROGRAM	YEARS OF EXPOSURE												TOTAL		
	ONE			TWO			THREE			FOUR					
	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK	N	MEAN	%ILE RANK
Bank Street	1	22	3	1	33	38	1	23	5	31	30	27	34	30	27
Behavior Analysis	2	28	19	1	36	48	10	32	34	45	34	41	58	33	38
Bilingual	1	26	12	1	20	2	5	29	23	19	26	12	26	27	[illegible]
EDC	1	21	2	2	30	27	7	27	15	75	29	23	85	29	23
Florida Parent	1	46	79	1	27	15	4	23	5	21	29	23	27	28	19
Parent Implemented	1	26	12	2	0	0	3	40	61	18	35	45	22	35	45
Philadelphia Process	2	29	23	2	28	19	2	21	2	43	34	41	49	33	38
Total Program	9	28	19	8	29	23	32	29	23	252	31	30	301	31	30